



# ROYAL NORMAL COLLEGE

AND

# ACADEMY OF MUSIC FOR THE BLIND.

Opened March 1st, 1872.

# REPORT FOR THE YEAR 1888.

Patron.

HER MOST GRACIOUS MAJESTY THE QUEEN

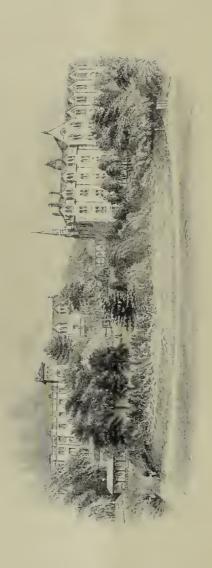
Office.

AT THE COLLEGE, WESTOW STREET, UPPER NORWOOD, S.E. 1888.









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AT THE COLLEGE, WESTOW STREET, UPPER NORWOOD, S.E.
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## EXTRACTS FROM AN ADDRESS

DELIVERED UPON THE

## EDUCATION OF THE BLIND,

BY THE LATE

RIGHT HON. JOHN BRIGHT, M.P.

Mr. John Bright (the late)—I may begin by varying what has just been said, and remarking how great is the advantage we enjoy in having the Duke of Westminster here as chairman of this meeting. What he has done for the college and for the cause of the blind is probably not known to all here, and if it were known he would receive the heartiest thanks, not of the blind only, but of all those who have sympathy with the blind. Perhaps I may explain a little how it is that I come to occupy a position which is, to a large extent, very strange to me. Two months ago I had scarcely heard of the College for the Blind at Norwood, but one morning I found in my rooms in Piccadilly the principal of the college, Dr. Campbell; he called to invite me to attend here to-day, and to offer, if I thought proper, some observations to the meeting, and to take part in distributing the prizes to the successful students. I found myself in a great difficulty, because I have so many engagements that every additional one seems to me a burden which I ought to reject. But after some conversation the matter was left without any definite answer. Dr. Campbell gave me a copy of the report of the college for last year; I read it with great care, and I read it over again with increasing interest; and I found, what it was very much of a

surprise to find, that an attempt was made here to give to blind boys and girls an education almost, if not altogether, as complete as the education which is given in our best schools and colleges to those who can see. I found further that Dr. Campbell had adopted a principle which, I think, must be the basis of any successful institution of this kind-that of requiring that there should be as much attention given to the health of the body as to the improvement of the mind, and that, in point of fact, the one was impossible without the other. As he states in a paragraph in the report, the object of the gymnasium and of the exercises we have seen is to give to the blind students health, strength, and courage; and courage of all things is necessary for boys and girls who, being blind, are expected to make great progress in an institution of this kind. Another thing which struck me was that four-fifths of the students who pass through the college—that is, no fewer than 80 out of every 100-after leaving the college were able to maintain themselves in a fair degree of independence and comfort, and were not left, as the majority of blind children used to be, to grow up in helplessness and dependence upon their friends, or the charity of others. After reading the report I read two numbers of Good Words for January and February containing articles written by a lady eminent in the literature of our time, Mrs. Craik, giving a biographical account of the principal of this institution. I have read a good many biographies in my time; but I must say I think I have never read one that excited my surprise and admiration more than the biographical sketch of the life of Dr. Campbell. So, two or three weeks ago, I came over in company with an American friend, who was as much pleased as I was with what we saw. We saw the students in the class-room, some reading, some writing, some studying geography from a raised map of Great Britain and Ireland; some were engaged with plants and leaves in studying botany, some were modelling in clay, some were engaged in mathematics, some in mechanics, some were repairing little damages to musical instruments, pianofortes and others, and in point of fact it seemed to me there was scarcely anything-and it was an astonishing thing to discover-there was scarcely anything we who can see can do that may not be taught to those to whom the light of the sun has been denied. We also saw the drilling and exercising that have just been witnessed.

We saw four girls in a boat rowing, and four boys in another boat: in each there was a man who could see at the helm to take care they did not run into one another or run ashore; and I never saw children, or young persons, or grown-up persons, who seemed more perfectly happy in the occupation in which they were engaged than the boys and girls who were working their little boats around the island in that little lake. We saw gymnastic exercises as we have seen them to-day; and one only felt pleased that there was no power that could compel us to attempt any of the extraordinary and active feats which the students performed. One thing we observed, which I think is very striking-it is that in the countenances of the blind, as you see them here, there is far less of that gloom and melancholy which you so often see resting permanently on the countenances of the blind. There was on their faces, in their actions, in every movement and gesture, cheerfulness and hope. We all know that if there be one feeling in the world more universal than another it is the feeling of sympathy for the blind. We have this sympathy from our childhood. The appeal, "Pity the poor blind," the stories we have read of the blind when we were children, what we have seen during our lifetime-all these things have created in our minds an intense and universal sympathy with all those deprived of sight. But there is one thing that is not general, not at all universal, not even common, and that is a knowledge of what may be done with and for the blind; and that is precisely the knowledge we gather to-day from what we have seen, from what we know of what is done here, and of the success of this noble institution. The object of this college is to bring that universal sympathy into, if not universal, yet general and extensive action. If we look around, if we read the report, if we weigh the facts, all will admit how great and irresistible is the claim which this college, or any institution like it, has upon all those who have money to spare and have the heart to feel for those classes of our race who are deprived of sight. Some may ask what are the results. I stated from the report that four-fifths of those who have passed through the college are able to provide for themselves a life of modest comfort and independence. I have a memorandum of some of the results, but by no means all. I am

informed that there are five young women teaching in London and earning from £,70 to £,80 a year each, and that one is at Huddersfield acting successfully as a missionary. There are young men in business in Glasgow, Paisley, Dundee, Edinburgh, Torquay, Darlington, Sunderland, Belfast, Liverpool, Leeds, Manchester, Bristol, Bradford, and a number in and about London; and there are one in Canada, one in Ceylon, one in Calcutta, and two in Tasmania. All these are employed in some occupationpleasant, no doubt, to themselves, as honourable and requited labour is-and they are saved from the pain of being dependent upon the charity of others, and of spending a life of hopeless absence of interest in all public questions and in all social life. It is stated that more than 100 blind young men and women are now in good and comfortable positions, who have passed through this college, who, but for such aid as has been rendered to them here, would, perhaps, without exception, have been living now upon charity. This is a fact which must come home to the minds of all.

The object of the college is to open to the blind wider fields of work and usefulness; it is to offer them sources of independence, of comfort, of happiness. Let any of us imagine for the moment we are blind, and blind without any of the advantages which this school is intended to give; then the blindness is not blindness of the outward sight alone; it is not that we are shut out from the light of the sun, moon, and stars, but we are shut out from mental light itself to a very large extent. The blind coming to this institution and passing through its classes, obtaining to the full extent the admirable education which is given, are in a different condition; they do not see sun, moon, or stars; but the mind of each is enlightened; he knows a hundred times more than his poor companion who has had no instruction, and the difference between the two is far greater than can be measured by any language. The one case is hopeless, the other hopeful, The students we have seen to-day, as they go from class to class and subject to subject, have their minds filled with hope that in the course of time they may be usefully and honourably employed, and even in some cases provide, as some have already done, for their aged parents. In the one case there would be solitude and gloom for the most part; in the other there is power

to enter into society, to look upon life with some degree of cheerfulness—and, in fact, the condition of the two persons is as different as it is possible to be, for the one who is educated can derive instruction, amusement, and pleasure, from which the other is entirely shut out, the blindness of the body never having been lighted by the illumination of the mind. With a slight alteration I may quote two lines from Pope's exquisite poem of the Messiah; it is not in our power

"From the thick film to purge the visual ray, Or on the sightless eyeballs pour the day."

But though we cannot do that, we can describe so that the possessor of the sightless eyeballs can comprehend what there is upon the earth's surface. We can enable him to understand that of which it would be impossible to give him any knowledge if it were not for what I call the Divine method of instruction which is carried on in this institution. We can open the world of mind, we can unlock and unchain the mental faculties; we can prove, as has been done in many instances, that the very greatest of the sources of human interest and enjoyment are not closed to those to whom the light of the sun has been denied. We have here to-day a gentleman devoted to the interests of this institution —I speak of Dr. Armitage; we have here a lady—Mrs. Gardner whose heart is full of the benevolence which actuated her father; we have in the chair a nobleman distinguished for his generous sympathies—all liberal supporters of the institution; and I think I may say to them, and to all the long list of subscribers, that it is hardly possible for human effort or benevolence to exert themselves in a way that is more blessed in the sight of Heaven, and more blessed to the suffering classes of our race, than does this institution. The universal sympathy for the blind is, after all, the great foundation on which we may rest any appeal for support. We cannot touch the eye and give relief, as we read was done in the sacred page. But, at any rate we can alleviate the suffering, we can open the mind, we can give to the absolutely blind an amount of instruction, pleasure, and happiness which in past times was impossible. I congratulate Dr. Campbell on what we have seen to-day, and on the vast assembly gathered for the purpose of witnessing the results of his great labour, and, I hope, of giving substantial assistance to the blessed cause to which his life has been devoted.

## Times, July 23, 1883.

The remarks made by Mr. Bright when distributing prizes to the pupils at the Normal College for the Blind will have the effect of directing an increased amount of attention to one of the most useful of the educational establishments of the kingdoms.

Dr. Campbell starts with the assertion that the first step in the education of a blind child should be to correct the deficiencies which are the natural eonsequences of its infirmity. These are mainly two-timidity, due to the feeling of insecurity derived from past experience of falls and other difficulties, and depressed vitality, due to the imperfect aeration of the blood incidental to the sedentary habits which the timidity itself induces. A blind child must be taught courage and self-reliance, and must feel that he or she is expected to display these qualities, and will with difficulty be excused for any unusual want of them. The outcome of this idea is a gymnasium in which the blind perform all the feats usually accomplished by the sighted, and a system of competition in running and walking, the exercises being fenced around with precautions which to the sighted would be unnecessary, but which serve not only to exclude accident, but also to exclude any disheartening experience of the difficulties incidental to want of sight on the part of the learners. The paths in the college grounds are carefully planned in such a manner as to afford to the blind the necessary guidance, and to enable them to move about with perfect freedom; and they not only run and jump and practice upon the trapeze and the horizontal bar, but they learn, also, to skate and to swim. Together with this physical education, the true basis upon which the ultimate superstructure is to be raised, comes the education of the touch, which is largely accomplished by means of modelling in clay. The pupils are taught first to roll simple balls then to make cylinders, cones, and pyramids, with a knowledge of the distinctive characters of each; then to model fruit, decorative patterns, birds' nests, and other natural objects the forms of which are readily discoverable by the fingers. The modelling is succeeded by object lessons of the ordinary kind, in

which the children are taught to recognise by touch common things and common textures, as varieties of leather, cotton, woollen and silk goods. Writing by the Braille system becomes an early and important adjunct to the teaching, and facilitates the taking of notes for future reference; but, generally speaking, it may be said that the education of the blind is much like that of the sighted, when once the preliminaries of giving confidence and increased physical strength and activity have been successfully accomplished. The pupils are then held to differ but little from ordinary children, except that, having one sense the less. it is incumbent upon them to make the best possible use of those which remain. How completely they have been taught to do this is sufficiently proved by the fact that they have not been confined to the arts of music and of tuning, but have already exerted their faculties in various departments of life. principle of the college is to say, "Here is a child who is weighted by a serious disadvantage; in what way may we reduce the effects of this disadvantage to a minimum, and restore him or her as nearly as possible to the level of sighted contemporaries?"

There can be no question that the practical effects of this system, as pursued at the Norwood College, are sometimes to develop in a blind child a high degree of intelligence, and hence to raise him to a better position than he would have been likely to attain if his sight had been preserved to him. Blindness in childhood, in an overwhelming majority of instances, is the result of disease which skilful treatment would cure; and it follows that blind children are most numerous among the classes by which the best medical attendance is not immediately attainable. If we consider, however, how grievous are the disqualifications of the blind, even when all that is possible has been done for their improvement, we shall be disposed to rejoice that these disqualifications may in some circumstances so operate as not to be unmixed evils, and shall be inclined to wish that Boards of Guardians would more frequently exercise the power which a legal committee of the Charity Organisation Society has shown that they possess, of paying from the rates for the thorough education of any deaf or blind children within their jurisdiction whose parents are themselves unable to incur the necessary ex-

pense. By far the greater number of the pupils at Norwood are poor. The pupils who are the children of well-to-do parents are paid for according to a liberal scale, but the majority are maintained from other sources, as by private benevolence, scholarships, and so forth. The avowed object of the promoters has been to teach the blind children of the poor, and to teach them so well that the rich who have blind children may seek to let them participate in the advantages of the institution. The result of this policy is that many of the poor and some of the rich have been well taught, but the former have greatly preponderated. Its work, continued and extended, will probably lead to a recognition of the education of the blind as a matter of national concern. which ought not to be left either to the capriciousness of charity or to the possibly unskilled endeavours of private enterprise. A college for the blind which was controlled by the Education Department, and to which ehildren might be sent on terms adapted to the resources of their parents, would not only afford a means of alleviating much suffering and of developing much ability, but it would also form a nucleus around which endowments would ultimately cluster, and which would discover in what way the faculties which remain after the loss of vision may with the greatest eertainty be rendered available for the good of their possessors and of the community.

# Annual Report for the Year 1888.

LIFE in the College has been more busy than in any former period; the best powers of all the Professors, Teachers, and Pupils have been called into activity, and more general progress has been made than in any previous year. We gratefully acknowledge the guiding hand of a gracious Providence in our increasing work, and its gratifying results.

## FINANCES.

By reference to the financial statement of Receipts and Expenditure for the year ending December 31st, 1888, our Subscribers and friends will see that considerable improvement has been made in our financial position. We must, however, point out that the very small amount of Annual Subscriptions and Donations to the General Fund of the College is a serious hindrance to the work; and we earnestly request that our friends during the present year will help us to increase the Annual Subscriptions to our General Fund, by at least £1,000. We also ask special attention to the account given elsewhere of the Old Pupils' Guild.

## HON. SECRETARY.

The Committee much regret to lose the services of their honorary secretary, Major Cavendish C. Fitz Roy, who has acted in that capacity for many years, and to whose zeal and devotion the College owes so much. He will be succeeded by Mr. Arthur Miall and Mr. W. J. Armitage, who have kindly consented to act conjointly as honorary secretaries.

## PUPILS.

The good health, energy, and activity of the great majority of our pupils afford gratifying evidence that the expenditure on gymnasiums, rinks, swimming bath, and play-grounds has been a wise investment.

During the first half of the year the number of pupils was 162, but since the holidays the number has been slightly reduced. This arises from the lapsing of some of the Gardner Scholarships, consequent on the diminution of the income of the Trust. This was a great disappointment to a large number of candidates who are still waiting for admission, and we earnestly hope that other means can be found, to enable some of the eligible candidates to enter the College, otherwise they will soon pass the age for effective training. We desire to express again our heartfelt thanks to the Committee of the Gardner Trust, not only for the Scholarships granted, but for the active personal interest which they and the Secretary take in all the Gardner scholars

On page 57 (Appendix H) will be found a tabulated statement of the Gardner Scholars, now under instruction.

### CERTIFICATES.

The following pupils have passed the College examinations, and obtained their certificates:—

School Teachers.
Elbanor Wilson (G. S.\*)
Habriett Hawes (G. S.)

Organist and Music Teacher.

HARRY S. TURNER (G. S.)

Organists and Pianoforte Tuners.
HENRY GARRETT (G. S.)
ALFRED STORES (G. S.)

Pianoforte Tuners.

JOHN W. ADSHEAD (G. S.)
JOSEPH BEECH (G. S.)
ALFRED BOOTH (G. S.)
JOHN CALDWELL.
THOMAS J. JACKSON (G. S.)
JOHN L. HAWOHTH (G. S.)
SAMUEL RICHMOND (G. S.)
JAMES SIMPSON.
ARTHUR SMOOTHY (G. S.)

CLARENCE WILSON (G. S.)

\* G. S., Gardner Scholar.

## EMPLOYMENT.

During the year, considerable progress has been made in obtaining suitable situations. Mr. Arthur Stericker obtained a new organ appointment in Greenock, where he has a large teaching connection. The appointment at Row has been given to Mr. Harry Turner. Mr. John Whiteside has obtained a good organ appointment at Morccambe, and Mr. Augustine Lander at St. Andrew's Church, Upper Norwood. Mr. Chas. Broan became temporary organist, West Chelsea, during the absence of the regular organist in America. Mr. Alfred Stokes has a small organ appointment at Hill Top, West Bromwich. Mr. Henry Garrett has also a small appointment near Trowbridge. Miss Agnes Thompson has an appointment at Glasgow. Mr. Alfred Booth is employed as pianoforte tuner by Mr. E. Colby Evans, of Carmarthen. Mr. Joseph Broadhead is employed as pianoforte tuner by Mr. Philip Marshall, of Huddersfield. Mr. John Haworth has established and is carrying on a successful business at Several others are energetically forming Oswaldtwistle. private connections; John Caldwell, Samuel Richmond, and Clarence Wilson left the College at the close of the year. Miss Eleanor Wilson, after two years' training, has returned to Leeds as associate teacher in the School for the Blind. Miss Harriett Hawes, who was employed temporarily, has now received a permanent appointment in the Leeds School.

## TUNING CONNECTION.

The College has established, and is carrying on a pianoforte tuning connection, which now extends to all parts of the London Postal District, and work is undertaken beyond the postal district, when several tunings can be included in the same order. All orders for tuning and repairing are promptly executed at reasonable prices, by thoroughly trained certificated tuners. In no instance will tuners be sent, who have not passed the College examinations, and obtained their certificates. We ask ladies and gentlemen in all parts of London to try our tuners; the College authorities will be responsible for all work done by the department. Our young men will attend to such light repairs as are ordinarily undertaken by tuners, but an experienced seeing man will be sent when larger repairs are required. Although we ask for employment on business principles, we wish to point out that this is a practical way of helping the Blind. Some one must be paid for tuning pianos; if a blind man can do it as well as a seeing man, then we ask that you will give him the preference. We give here only a few private testimonials. For full particulars, see circular and other testimonials, pages 48-51.

ROYAL ACADEMY OF MUSIC,
TENTERDEN STREET, HANOVER SQUARE,

LONDON, March 13th, 1889. I have much pleasure in stating that I have been fully satisfied with the tuning of a grand pianoforte, belonging to this institution, by a member of the Royal Normal College and Academy of Music for the Blind, Upper Norwood. The instrument in question has been tested by me, and I find it is in perfect tune; indeed, exceptional care has been hestowed upon it. I have therefore no hesitation at all in cordially recommending the tuners of the College to the public.

A. C. MACKENZIE.

1, QUEEN'S MANSIONS, VICTORIA STREET, S.W.,

11th Feb., 1889.

I have much pleasure in testifying to the very admirable manner in which my pianofortes (2) were tuned by Mr. James Field, of the Royal Normal College and Academy of Music for the Blind. I have no hesitation in recommending him as a most able, accurate, and conscientious tuner. ARTHUR SULLIVAN.

45, BEDFORD GARDENS,

CAMDEN HILL, W., Feb. 11th, 1889. I have great pleasure in expressing to you my entire satisfaction with the way my Broadwood grand was tuned by one of the tuners from your College.

With kind regards, helieve me very traly,
G. HENSCHEL.

To F. J. CAMPBELL, Esq., Principal of the Royal Normal College and Academy of Music for the Blind, Upper Norwood.

23, St. Augustine's Road, Camben Square, N.W.,

March 16th, 1889.

For several years past the pianofortes in my house have been tuned exclusively by one of the tuners of the Royal Normal College of Music for the Blind, Upper Norwood; and it is a source of much pleasure to me to be able to certify that my instruments during that period have been kept in a condition such as to afford me entire satisfaction.

EDWD. J. HOPKINS, Mus. Doc., Organist of the Temple Church, &c.

SYDCOTE,

WEST DULWICH, S.E, March 21st, 1889.

During the past ten years I have had my pianofortes tuned by certificated tuners from the Royal Normal College for the Blind, and am able to say that they have always given me the utmost satisfaction. I should be sorry to place my instruments under other hands.

WILLIAM H. CUMMINGS, Professor of Royal Academy of Music, &c.

## OLD PUPILS' GUILD.

An important event of the year has been the formation of an Old Pupils' Guild.

Most blind persons, whether trained as Teachers, Organists, Musicians, Pianoforte Tuners, or for any other trade or occupation, require some assistance at the outset.

They need help in finding suitable employment; recommendations for establishing a connection; pecuniary assistance (sometimes) in providing outfits of books, tools, instruments, etc.; advice in difficulties; encouragement in trials; sympathy at all times; and if overtaken by reverses, judicious and timely help towards a fresh start.

From the very commencement this help has been given, as far as possible, by the College anthorities, and the success achieved by our old pupils would have been impossible without it. But owing to the increasing number of certificated pupils, organised effort has become necessary to meet these needs and the expense which they entail. In July last the subject was carefully considered by a Sub-committee, and their report has led to the establishment of a Guild for Old pupils.

The objects of the Guild are:-

To assist, advise, and befriend Pupils after leaving the College, especially when first starting in their business or profession; to devise and carry into operation such methods as may be found most effective for this purpose, so that every old Pupil of the College who, having completed his or her College course, and obtained a College Certificate, maintains good conduct and reputation, and is a diligent worker according to his or her ability, may rely on moral, material, and effective support, and timely assistance in every occasion of difficulty, so far as funds will allow.

The Management of the Guild is deputed to a Special Committee, including the officers of the Executive Committee, the Principal of the College, and others, among whom are some of the former pupils of the College.

The Committee seek the aid, as corresponding associates, of Ladies and Gentlemen in various parts of this country or abroad, who will interest themselves in the Blind, especially in former pupils of the College, and who will undertake to establish and maintain, as far as may be, friendly communication with Members of the Guild in their own neighbourhood, and to assist the Special Committee with information and otherwise, in furthering the objects of the Guild in regard to such Members; to act as referees for Members, to assist them in finding employment and obtaining customers, to give a patient hearing to their statements and devise judicious ways of advancing their welfare.

A Register of the Members is kept, containing their addresses and employment, with suitable particulars of their circumstances, capabilities, and needs, and also a register of members seeking employment, and of openings and employment available.

The Committee desire to maintain a friendly correspondence, either directly or by aid of the Corresponding Associates, so far as possible with all Members of the Guild, with the special object of affording sympathy and advice and personal aid to such as may have need; also to afford material help in special cases:—

- (α) In the establishment or advancement of old Pupils of the College in any honest business or profession;
- (b) In providing or assisting to provide outfits, tools, instruments, and materials for such pupils either by loan or gift;
- (c) In aid to members during illness or other occasion of difficulty.

Special regard will be had to the claims of those who, bearing a good character, strive diligently, honestly, and to the best of their ability, to maintain themselves by their labour.

The Guild is thus established on the basis of helping those who help themselves; but for ability to do so effectively, it must largely rely on the kind offices and liberality of those who, in God's merciful providence, are not weighted, as the Blind necessarily are, in the race of life.

The Committee earnestly invite aid:-

- (a) In donations to establish the Fund.
- (b) In regular yearly subscriptions to meet the constant requirements for outfits on pupils leaving the College, and the more casual but certain calls for subsequent aid in particular circumstances.
- (c) In personal thought and trouble, undertaking to give or find employment for pupils as Teachers, Tuners, etc., especially in localities where their qualifications are as yet unknown, and in recommending or introducing those who are struggling to form a business connection.

Sixty-one of the old pupils have already joined the Guild, and since Oct. last £134 9s. 3d. have been received. A list of subscribers and donors will be found on page 77.

Contributions may be sent, and communications may be addressed to

The Hon. Secretary, Old Pupils' Guild,
Royal Normal College for the Blind,
Upper Norwood.

## SCHOOL DEPARTMENT.

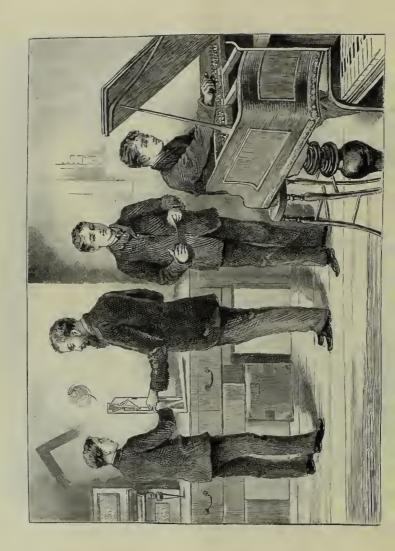
During the year Pupils have had instruction in the following subjects:—

PREPARATORY SCHOOL.—Kindergatten in all its branches, Modelling, Technical Training, Reading, Writing, Spelling, Arithmetic, Language Lessons, Object Lessons in various subjects, and Scripture.

College.—Reading, Writing, Spelling, English Grammar, Composition, Rhetoric, English Literature (including courses of lectures and readings), Geography (Physical and Political), History, Arithmetic, Algebra, Geometry, Physiology, Physics, Geology, Latin, French, and Scripture.

The Normal Class for Training Teachers.—Pupils are not admitted to this class until they have shown, by successful work in the regular College course, that there is a reasouable prospect of their becoming satisfactory School Teachers. Each member of the class is required to spend considerable time daily in the preparation of lessons, which they give to the classes in the Preparatory School, under the direction of special teachers. Perfunctory teaching is not tolerated; the object is to produce warm, enthusiastic, living teachers, whose delight in their work will lift their pupils ont of the ordinary routine, and carry them over all difficulties.





## MUSIC DEPARTMENT.

In the Musical Department, thanks to our able corps of indefatigable Professors, a large number of the Pupils have made marked progress. Our Pupils have been carefully and systematically instructed in all the technical details of each branch of the subject, and the more advanced students trained under the best masters, in the art of teaching the piano, voice development, singing, harmony, counterpoint, composition, the organ, and drilling of choirs, including the training of boys' voices and chanting.

As vocalists, pianists, and organists our students have been recognised as artists, by the most eminent musical authorities in this and other countries. They have appeared as principal soloists in such works as the "Messiah," "Creation," "Elijah," "St. Paul," "Hymn of Praise," motett, "Hear my Prayer," "Stabat Mater," "Woman of Samaria," and others. Our pianists have performed with orchestra some of the masterpieces of Bach, Beethoven, Weber, Schumann, Mendelssohn, Bennett, Liszt, Saint Saens, and Gade; also, trios, quartettes, and quintettes by Mozart, Beethoven, Schumann, Raff, and others.

Mr. Alfred Hollins should be especially mentioned, who has recently played as solo pianist with the London Philharmonic orchestra, Halle's Band, and in America with the Boston Symphony, Theodore Thomas', and Peabody Institute orchestras.

In the Competitive Examination before the Prize Festival, Pupils in many cases performed entire works, such as the School of Velocity, Op. 299 Czerny, J. B. Cramer's Etudes (Bülow's edition), Concone's 50 lessons for medium voice, 40 lessons Contralto and Bass (accompaniments as well as voice parts, Bertini's 50 selected studies; in one instance a little girl played in quick succession fifty of Czerny's Studies.

PIANOFORTE TUNING AND ELEMENTARY TECHNICAL TRAINING.

This department under the energetic management of Mr. J. Young, assisted by Messrs. Stover and Field, has excellent results to show for the year's work.

We cannot speak too strongly of the advantages of our shop for Elementary Technical training; it trains the hands, exercises the body, rests the mind, and contributes much to the enjoyment of our pupils; both teacher and taught look forward to the time devoted to this work with unalloyed pleasure. As we aim at thoroughness in all departments, Mr. Young has taken a complete course in Slöjd, but we find Slöjd requires some modifications to make it useful for the Blind.

## PHYSICAL TRAINING.

The completion of the Fawcett Memorial Gymnasium, Playgrounds, and out-door Rink, the important improvements in the Armitage Gymnasium and Swimming-bath, the construction of a number of Rob Roys specially designed for our pupils, the making of a Cycle track in our own grounds, the gift of a number of cycles, including a "Rudge" eight-in-hand, on which seven pupils are steered by one seeing person, several four-in-hands, each of which accommodates three pupils and a steersman, and two beautiful boats, each accommodating six rowers, make the past year notable, even in a school which has always done so much for the physical education of the blind. The Right Hon. A. J. MUNDELLA, M.P., when taking the chair at the opening of the Fawcett Memorial, said:—

<sup>&</sup>quot;As a member of the Royal Commission on the Blind, it has been my district to inform myself of blind education in Europe, and I have been through nearly all the best blind schools, but I believe that we need not go from home to see the best example of blind instruction, and for physical education there is no blind school which possesses the same advantages as the Normal College, or where physical education is so thoroughly carried out and developed. It may seem to some of you that it is a source of

enjoyment to the blind, but it is a great deal more than that—it is a condition precedent to all education and all success in the teaching of the blind, because, without confidence, courage, and determination to go about freely in the world, there is no chance of success for a blind person, and that confidence and courage are given by the playground and gymnasium such as we see here. It had been said that the battle of Waterloo was won in the playgrounds of the public schools, and the success of the education of the blind was to be also wen in gymnasia and playgrounds of such an institution as this. Thanks to the Fawcett Memorial and Dr Armitage this institution possesses greater advantages for physical training than any other establishment with which I am acquainted. What had been the result of this institution? Whereas sixteen years ago it began with two students, and in its carlier years encountered many difficulties, suspicions, and jealonsies, it might be said that it had surmounted them all, for the pupils who had already left the College camed last year over £10,000. That is the noblest charity which helps men to help themselves.

"The State is doing nothing for the blind, but I hope this condition of things will not last much longer. The highest charity is the best training, and the best training is the least expensive, as it is the most successful."

On the same occasion the Right Hon. Sir Lyon Playfair, M.P., K.C.B., said:—

"There is a faculty which comes to the intelligent blind which almost compensates them for the loss of sight, and that is what I will call introreception, which means the power of taking outward objects and picturing them on the brain, and that faculty to an intelligent blind person becomes almost a substitute for sight, as they are able, by description of the things around, to believe that they see the objects. I say intelligent blind, because those who are not intelligent bave not that faculty nearly so much, hecause, in order to produce it, there must be two kinds of trainingphysical training and mental training. The physique of the blind is generally about a quarter less than seeing persons, and it is necessary to get over the disability of the body which causes a great obstruction to the mental training. Physical exercise forms an important part in this place. and goes far to make it a great educational institution in the training of the blind. Amongst the uneducated blind there is a great deal of apathy which often amounts to despair, but amongst the intelligently educated hlind you see none of the apathy and despair. Although they are shut out from one faculty they had this introreception by education which had become almost a faculty in itself. There are only 160 blind children here out of a total of 30,000 blind persons in this country, but that is not the extent of its usefulness. It is a heacon on a hill showing the way the blind should be educated, and enabling them at other places to undertake education in a like way. We have come to-day to inaugurate the Fawcett playgrounds, and I agree with Mr. Mundella that if Mr. Fawcett could have expressed an opinion as to how he wished his memory preserved, nothing would have gratified him so much as to have it preserved by providing means for physical training in this institution."

Mr. J. M. Cook, a member of our Executive Committee, requested a class of our pupils to give a gymnastic performance in the Public Hall, Derby, at the opening of a gymnasium erected by him for the Railway Orphanage. With his usual liberality, he made the occasion a pleasant

outing by paying all the expenses of a cycling trip to Derby. The beautiful Rudge eight-in-hand used on this occasion, was a gift from Mr. Cook and others. The Graphic gave an illustration and an account of the trip, from which we extract the following:—

"The start was made from Holborn Viaduet on October 8th, at 11.30 A.M. Two Rudge machines were used—one carrying four, and the other eight persons—one seeing man acting on each machine as steersman. The first halt was made at Barnet, and the first night was spent at Dunstable. The second night the party slept at Market Harborough, and then the rin was continued through Leicester to Derby, the whole distance taken being 126 miles. Great interest was taken in the little procession throughout the line of route, and hefore reaching Derby they were met by a large number of eyelists, who escorted them into the town. The success of this trip certainly gives a good illustration of the means used at the Royal Normal College to overcome that want of physical energy and fertility of resource which blindness so unfortunately frequently brings with it. Indeed, it is in no little measure to the physical training of the students, as well as to the intellectual and musical culture, that the undoubted success of the Normal College is due."

#### OBJECTS OF THE COLLEGE.

Previous reports of the College have fully set forth the objects, organisation, and plan of working; for important reasons, however, we think it well to re-state them in the words of well-known educationalists.

CANON FLEMING.—"The aim of the College is the harmonious development of the moral faculties in earnest Christian character, as exemplified by the two great commandments of love to God and love to man. And then its object is to give to the intellectual faculties an education, solid, extensive, well-balanced, and complete.

And along with these it pays great attention to physical training, which gives the blind not only health, but courage to overcome what to them would be otherwise impossible difficulties.

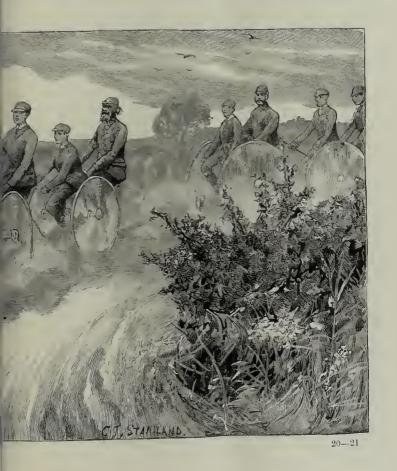
To this they add the culture of music.

I have had the privilege of visiting this Institution; seeing it in its working dress; hearing lessons given on





By permiss on of the Proprietor of "The Graphic."





botany, geography, literature, mathematics, and mechanics; and as one long eugaged in education myself, I will honestly admit that a better sample of school results I have seldom heard.

I must also add, as one who has spent more than thirty years in deep attention to the art of speaking and the art of reading, that I have seldom heard Shakespeare more intelligently rendered than by pupils—male and female—in this School."

BISHOP OF SIDNEY (Dr. Barry, former Principal of King's College).—"The College, while it thankfully accepts, while it gladly relies on natural and powerful sympathy, yet ventures to appeal largely, perhaps mainly, to other considerations, of public spirit, public duty, public interest.

Its whole conception (in which it stands out with a certain distinctiveness of character) is to regard the blind, as not a burden, but an integral element of the whole community—a class under deprivation and disadvantage indeed, and therefore having some special claim for sympathy and aid—but yet a class which, having received that aid, is capable of self-dependence, capable of claiming its place in the education and work of the nation, capable in degree of performing duties to society and bearing some shares of the burdens laid upon it. It is in order so to open the prison gates of blindness, that they, who might otherwise be helpless dependents on charity and hopeless burdens on society, may go out into the atmosphere of work, of freedom, of independence, that it asks the thoughtful, as well as the kindly, consideration of the English people.

This leading conception is stamped upon all its characteristics. It claims to be a College of the Higher Education, crowning such organisations as exist already for mere elementary education, both of head and hand. For it believes in regard to the blind not only that this higher education is

possible for them, but that in it they are less hopelessly disadvantaged, than is ordinarily thought in comparison with those who see.

Music is made, in a twofold development, a chief means of self-support and independence in the future. It is taken up in its higher artistic theory and practice as a profession—studied not by ear, not mechanically, but in true scientific method—so that in the musical profession as teachers, as performers, as composers, those who have been trained here may hold a not ignoble place. It is taken up as skilled handicraft in the work of piano-tuning, for which the students are here trained by perfect knowledge of construction of the piano, and on which they bring to bear a singular delicacy of ear and an even greater delicacy of touch. We have testimony upon testimony to declare that already its pupils are taking very high places, supporting themselves without difficulty, and commanding no small measure of support and confidence.

Surely in both directions the teaching in this College has done wisely and well. Whether in liberal or in technical education, whether in art or in handicraft, it has done rightly in laying firm hold of the power of music, and by it leading on through the ear those whom it may not guide and lead by the eye.

If we are to realise the hope, which has been nobly expressed, that the ladder of education shall be set up between the lowest and highest grades of society, and that no one who has once set his foot on it shall be prevented from climbing as high as he has strength and nerve to climb, it is just this aid which is needed, and which is being gradually supplied. For those who see, it is enjoyed already; from lower to higher schools, from higher schools to colleges, they can rise by this aid. What the Royal Normal College asks is, that this same aid shall be given to the blind, who need

it even more, and that, for want of it, the College shall not be obliged to refuse those who could come to it, and profit by its teaching, but who, unaided, cannot afford to come. But it needs, above all, a thorough understanding of its position and its aims, and a recognition by high authority of its value as a necessary part of the education of the country."

## MEETINGS AND CONCERTS.

By the kindness of the Duke and Duchess of Westminster, the Annual Meeting was again held at Grosvenor House, on March 1st. The President of the College, His Grace the Duke of Westminster, presided, and the meeting was addressed by Miss E. P. Hughes, Sir Wm. Tindal Robertson, M.P., Major Cavendish C. Fitz Roy, T. A. Denny, Esq., and Colonel Pinney. Miss E. P. Hughes, Principal of the Training College for Teachers, Cambridge, whose address was published and circulated, spoke in the strongest terms as to the excellence of the training pursued at the Royal Normal College. Such testimony is the more valuable, as it comes from one who is, herself, successfully engaged in educational work.

On Saturday, June 23rd, the Fawcett Memorial Playgrounds and Gymnasium were formally opened. The chair was taken by the Right Hon. A. J. Mundella, M.P. The Right Hon. Sir Lyon Playfair, M.P., also addressed the Meeting.

The Annual Prize Festival was held at the Crystal Palace on July 25th. Viscount Midleton presided, and was supported by the Right Hon. Sir Lyon Playfair, M.P., the Rev. H. J. R. Marston, M.A., T. R. Armitage, Esq., M.D., Major Cavendish C. Fitz-Roy, Colonel Henry A. Sanford, Thomas Hawksley, Esq., M.D., F. Hetley, Esq., M.D., George A. Western, Esq., August Manns, Esq., E. J. Hopkins, Esq., Mus.Doc., H. C. Banister, Esq., W. H. Cummings, Esq.,

Anton Hartvigson and others. Lady Playfair distributed the prizes to the successful pupils, and her kind words gave great pleasure to all the prize-winners. The musical part of the Festival was conducted by Mr. August Manns and Mr. W. H. Cummings.

Garden Parties were given on Saturday afternoons during June and July. On these occasions, with the exception of the Concert, which was given in the Hall, and the Technical work which was seen in the shops, our visitors had an opportunity of witnessing in the grounds the entire work of the College, including the school classes, drill, gymnastics, roller-skating, cycling, rowing, and a variety of other outdoor sports. Similar social meetings will he held this year on Saturdays in May and June. The expenses of these meetings are horne privately by the Members of the Committee, and involve no expeuse to the College Funds. Our friends can aid the College by obtaining cards of invitation for those who, as yet, are unacquainted with the work.

At the Christmas Tree Festival, the principal feature was the production of "Goodluck and Badluck," a fairy Operetta for female voices, with pianofore accompaniment for four hands, hy Carl Reinecke. Dr. Robert Macdonnel, as "Father Christmas," unveiled the Christmas Tree, a gift from the Archbishop of Canterbury. The chair was taken by J. W. Hohhs, Esq., Mayor of Croydon, who made a strong appeal on behalf of the College, and gave a donation of £50, Mrs. Hohbs also giving five guineas.

In the death of the Rev. J. G. Wood, M.A., the College has lost one of its most useful lecturers.

The hest thanks of the Committee are duc to Dr. Henry Hetley, our Hon. Medical Officer, for his constant and unremitting care of every case of illness in the College; to Henry C. Banister, Esq., the Rev. John Presland, and Edward Mansou, Esq., for regular courses of lectures, which

have been continued from year to year; also to all the ladics and gentlemen who have given miscellaneous lectures, recitations, and recitals to the pupils-we should specially mention Dr. Hans von Bülow, Miss Hughes, Algernon Foggo, Esq., Madame Jenny Viard-Louis, and Rev. J. P. Wilson; to Mrs. Wm. Auchineless Arrol, for an Annual Teaching Prize; to Dr. Armitage for prizes; to the professors and teachers for prizes in their various departments; to Mr. J. W. Smith for good conduct prize; to A. J. Hipkins, Esq., for tuning prizes; to the British and Foreign Blind Association for liberal grants of embossed books; to George A. Western, Esq., for a pipe organ; to T. D. Galpin, Esq., for Cassell's National Library; to Madame Bergman Osterberg for instructing the teachers in Ling's Gymnastics; to Miss Macdonald for carefully training some of the pupils in "massage"; to A. J. Hipkins, Esq., for conducting the examination of the Technical Department; to His Grace the Archbishop of Canterbury, for the gift (as in previous years) of a Christmas Tree; also to the friends who so kindly contributed to the pleasure of our pupils by gifts, &c., for the Christmas Tree; to Messrs. Broadwood & Co., for continued liberality and practical assistance of great value to our work; to Messrs. Rylands & Co. and Messrs. Thos. Tapling & Co., for the assistance they have liberally continued to render. The best thanks of the Committee are again due to the Guion Steamship Co.; to Messrs. Thos. Cook & Son, and to the following Companies and other Railways with which they are connected: the London, Chatham, and Dover, the London, Brighton, and South Coast, the North Western, the Midland, the Great Northern, the Great Western, and the Scottish Railways, not only for substantial favours conferred, but for the kindness and attention of their officials to our pupils; to the Cottage Hospital, Upper Norwood, and the London Fever Hospital, Islington, for very great kindness to our pupils when ill.

# APPENDICES.

# APPENDIX A.

# COURSE OF STUDY.

SCHOOL DEPARTMENT.

#### PREPARATORY SCHOOL.

The Preparatory School is conducted on the Kinder-Garten system. Fröbel's principle of self-work and self-help is far more essential in the training of blind than of seeing children. Special care is given to the moral, mental, and physical training of the children, and, as a foundation for all their future work, orderly habits, good manners, and upright conduct are inculcated.

Besides Kinder-Garteu work the instruction includes Reading, Writing, Arithmetic, Modelling, Technical Training, and Object

Lessons in the elements of various subjects.

#### GRAMMAR AND HIGH SCHOOL.

Regular Course.

First Form.

Scripture Lessons, Reading (2nd, 3rd, and 4th Royal Readers), Dictation, Spelling and Defining, Geography (Definitions, Physical, Mathematical, and Political, Hemisphere Maps), Mental Arithmetic (Colburn), Grammar (Orthography, Etymology: Morris and Campbell), Object Lessons, and Recitations.

#### Second Form.

Scripture Lessons, Geography of Palestine, Reading (Selections from Standard Authors), Dictation, Spelling and Defining Geography (British Isles, Physical and Political), Mental Arithmetic (completed), Written Arithmetic (Fonr Simple Rules, Compound Numbers), Grammar (Syntax, Analysis), English Biography, Outlines of English History, Recitations, Object Lessons in Natural History and Botany.

#### Third Form.

Scripture Lessons, Life of Christ, Geography (British Empire completed, Europe), Written Arithmetic (completed), Analysis, English Composition, Elocutiou, English History (History in Braille: Greene and Macaulay), Physiology, Latin, and French.

### Fourth Form.

Scripture Lessons, Lives and Writings of the Apostles, Geography (America, Asia, Africa; Physical and Mathematical, reviewed and completed), Algebra, or Geometry, Composition, Rhetoric, Outlines of General History (Swinton), English Literature, Latin, French, German, and Italian (two selected, according to circumstances).

## Advanced Course.

# Fifth Form.

Scripture Lessons, Bible History, Algebra, Geometry, Rhetoric, History (Grecian and Roman), Literature (Classical Authors), Physics, Geology, Latin, French, German, and Italian (two selected, according to circumstances).

#### Sixth Form.

Scripture Lessons, Bible History, History (Modern Europe), Literature (Modern Classics), Physics, Astronomy, Science of Government, Political Economy, Science of Language, Latin, French, German, and Italian (two selected, according to circumstances).

# ACADEMY OF MUSIC.

## SINGING.

#### Class I.

Individual Training, Production and Delivery of the Voice, Timbre or Quality, the Art of Breathing (Inspiration and Expiration), Intervals, Scales within the Octave, Concone's 50 Lessons for Medium Voice, 40 Lessons Contralto and Bass, Position for Singing, Facial Expression.

#### Class II.

Extended Scales and Technical Exercises, Chromatic Scales, Selections from Vocalises by Concone, Panseron, and Bordogni, Phrasing.

## Class 111.

Enunciation of Vowels and Consonants, Articulation of Words, Expression, Classical and other Chamber Music, Solos, Duets, Trios, etc.

#### Class IV.

Recitative and Oratorio, Dramatic and Declamatory Selections in English, Italian, and French, from the great composers of Oratorio and Opera.

#### Class V.

Classical German Songs.

Dramatic Singing, combined with instruction as to appropriate gesture and action.

### Class VI.

The Art of Teaching as applied to Voice Culture and Singing.

Choral and Ensemble Singing, including the English Madrigalian School, is combined with the above for Classes III., IV., V., and VI.

#### PIANOFORTE.

#### Class L.

Musical Notation: Proper Position of the Body, Arm, and Hand; Five-finger Exercises; Lessons in Rhythm; Halle's Pianoforte School, Part I.; Studies, Czerny, Op. 261; Introduction to Scales; Melodious Pieces for Small Hands; Introduction to Phrasing.

#### Class II.

Five-finger Exercises and Scales; Plaidy's Technical Studies; Etudes—(Burgmüller, Op. 100, Czerny, Op. 636); Bertini's 50 Selected Studies; Buonimici; Sonatinas—(Clementi, Op. 36, Nos. 1 and 3, Kuhlan, Op. 20, No. 1, Op. 55, Nos. 1 and 2, Op. 88, No 1); Mozart's Sonata in C (No. 1, Prof. Lebert's Edition), 1st and 2nd movements.

#### Class III.

Five-finger Exercises; Scale Practice extended; Plaidy's Technical Studies, continued; Etudes—(Czerny, Op. 299, Heller, Op. 46, Book I.); Sonatinas—Kuhlau, Op. 88, Nos. 2 and 4, Op. 55, Nos. 3 and 6, Op. 20, Nos. 2 and 3, Clementi, Op. 36, Nos. 4 and 6); Haydn, Sonata in C, No. 5, Mozart, Sonata in C (No. 3, Prof. Lebert's Edition), Beethoven, Sonatas, Op. 49; Mcndelssolm, Op. 72, Nos. 2, 5, 6; Raff, Op. 75, No. 4; Bach, Six Petits Préludes; Handel, twelve easy piano pieces (edited by Hans von Bülow); Mozart's Sonatas, Nos. 2, 3, 10, 14, 16, 17, and 18; Haydn's 1, 3, 4, 11, 16, and 20.

#### Class II.

Selections from Tausig's Finger Exercises: Etudes (Haberbier Etudes-Poesies, Book I., Czerny, Op. 337, Moseheles, Op. 70); Selections from Kullak's Octave Selool, Cramer (Bülbw's Edition), Clementi (Tausig), Raff'; Baeh's Préludes & Fugnes (Tausig's Edition); Bennett's three musical sketches, Nos. 1 and 3; Raff, Op. 75, No. 8; Beethoven's Early Sonatas, and suitable selections from other composers.

## Class V.

Selections from Tausig's Finger Exercises, Kullak's Octave School, Cramer (Bülow), Clementi (Tausig), and Bach (Tausig) continued; Czerny, Op. 365; Selections from Chopin, Ops. 10 and 25; Bennett's Studies; Compositions carefully selected from Classical and Modern Masters; Art of Teaching; Ensemble Playing.

## Class VI.

Chopin's Etudes, Ops. 10 and 25; Studies by Henselt, Rubinstein, and Liszt; Selections from Classical and Modern Masters; Art of Teaching; Ensemble Playing.

# ORGAN.\*

# ('lass I.

Introductory Lessons; Stainer's Organ School; Pedal Exercises, Sehneider and Best; Hymns, Chauts, Easy Voluntaries, Smaller Preludes, and Fugues of Bach.

## Class II.

Church Service; Chanting (Cathedral Psalter); Hymns, Anthems, etc.; Registration of Stops, Phrasing, Bach's Preludes and Fugues, Mendelssohn's Sonatas; Miscellaneous pieces.

<sup>\*</sup> As a rule, the study of the organ will begin the fourth year.

## Class III.

Selections from Works of Bach, Handel, Haydn, Mozart, Beethoven, Mcndelssohn, and Modern Composers; Drilling and Teaching Choirs; Accompanying Choral and Solo Singing.

## HARMONY, COUNTERPOINT, AND COMPOSITION.

## Class I.

Formation of Scales and Keys, Major and Minor—Chromatic Scale; Intervals, Diatonic and Chromatic—their inversion; Harmonic Chord, with General Principles deducible therefrom; First Principles of Part-writing; Distribution of Parts; Motion of Parts; Progressions of Melody; General View of Chords, Consonant and Dissonant; the Triad, different kinds; Exercises on Connection of Chords; Cadences—Perfect, Imperfect, Plagal, Interrupted, etc.; Sequences; Rhythmical Division and Phrasing; Inversions of the Triad.

At this stage, the study of Counterpoint to be commenced. General Explanations about the nature of Connterpoint and its connection with the ordinary Harmony Course. First Species of Counterpoint, in two, three, and four parts.

#### Class II.

Chords of the Seventh; Dominant Seventh; Resolution of Dissonances; Chords of the Seventh on other Degrees of the Scale; Inversions of Chords of the Seventh; Modulation by means of the Dominant Seventh; Chords of the Ninth—Modulation thereby; Derivatives (or Inversions) of the Chord of the Ninth; Chords of the Eleventh and Thirteen; Passing-notes and Uncssential Discords; the 2nd and 3rd Species of Counterpoint, in two, three, and four parts.

#### Class III.

Discords by Suspension; Fourth Species of Counterpoint; Chromatic Chords and Alterations; Fifth Species of Counterpoint; Pedal-notes; Modulation; Imitation and Canon.

## Class IV.

Double Counterpoint, in the Octave, Tenth, and Twelfth; Fugne Structure; Triple and Quadruple Counterpoint.

## Class V.

Form in Composition; Movement of Continuity—the Sonata and Symphony; Episodical Form—the Rondo; Other Structures; Analysis; Instrumentation.

## Class VI.

Composition; Analysis; Instrumentation. Lectures, during the entire course, on collateral subjects.

# APPENDIX B.

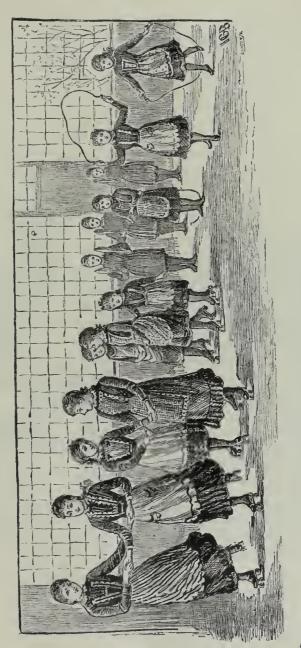
## PHYSICAL TRAINING.

Since the opening of the College we have given special attention to Calisthenics, Gymnastics, and Military Drill, but Class-training, though absolutely essential, will never develop that spontaneous love of play observable among sceing boys and girls. It matters not whether they spin tops, roll hoops, race with the hare or follow with the hounds, revel in fives or rounders, scrimmage at football or play cricket, their careless gaiety and the unrestrained delight expressed in their eager shouts never fails to recall to the memory even of the grey-headed sire the sunny days of his youth. We have long sought for games and sports which will attract the blind with the same irresistible force. We have made a new departure, and the increasing vitality and irrepressibility of our pupils is very encouraging. \* "Fawcett Memorial Playgrounds, Gymnasium, and Rink" have supplied the link needed to give completeness to our plans. Each of the five schools into which the College is divided now has a separate playground, with specially adapted walks, rocking-boats, Rob-roys, tilts, swings, etc., so arranged as to be distinct and yet form a barmonious whole.

The cheerful readiness of our teachers, not only to join but lead in the games of even the youngest children, as though they were again boys and girls at school, has been a powerful factor in the effort to give new life and activity to our pupils.

GYMNASIUMS.—Elementary Gymnastic Instruction is given

<sup>\*</sup> See Committee's Report. (The official opening of the Fawcett memorial has been deferred until the spring.)





iu small classes, but as soon as pupils have passed the preparatory stage, they are able to enter our large gymnastic classes, which exercise, the girls in the afternoon, the boys in the evening. As in other gymnasiums, the Gymnastic Director divides these large classes into squads. Each squad has its own leader these leaders are prepared for their work by a special course of instruction. As a rule the hour is divided into three periods or changes. During the first two the squads work on apparatus, the third is devoted to a general mass exercise. The two changes of apparatus each evening bring each squad in rotation to the different pieces of apparatus in the gymnasium.

The girls and younger boys are carefully drilled in Ling's Gymnastics. We are much indebted to Madame Bergman-Österherg for a special course of instruction given to our teachers.

Swimming-bath, which bears the name of its donor, Dr. Armitage, affords most excellent and convenient facilities for swimming. Both girls and hoys have regular instruction in small classes. All of the boys, save those of the Primary School, have a dip on rising, except in stormy weather. By a very simple arrangement the heat at night is turned from the music rooms iuto the swimming-hath, and thus keeps it without extra cost at an average temperature of 70°.

ROLLER-SKATING .- In connection with the "Fawcett Memorial," we have introduced roller-skating. In the first instance, I took lessons at a public rink in order to determine the advisability of utilizing roller-skating for the blind. I believe it will do much for the health, pleasure, and activity of our pupils. Skating is carefully and systematically taught, and as soon as pupils are able to go independently, they join one of the skating clubs formed among themselves. These clubs bespeak the rinks in advance, and as the rinks are occupied every available moment of free time, it shows conclusively that skating affords something more than mere exercise. We have three rinks, one in the "Faweett Gymnasium" for the girls, a rink for the boys in the "Armitage Gymnasium," and also a large out-door rink which can be used either by boys or girls. These rinks were laid in "Clifton Stone" by Messrs, Hobman & Co., the marble surface in the Girls' Gymnasium being their donation to the "Fawcett Memorial." The rinks and walks throughout the entire grounds are arranged with special marks which speak to the foot instead of the eye; these marks were often difficult to make, and I cannot speak too highly of the patience, energy, and faithfulness of the manager, foremau, and work men of Messrs. Hobman & Co., in carrying out our wishes even to the smallest detail.

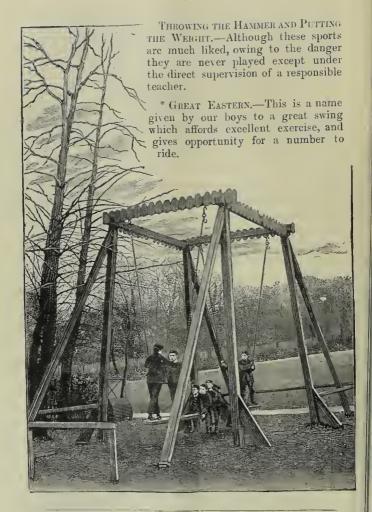


The Rob-roy.—This is a combination of bowls and skittles, with a platform so constructed that the balls return automatically to the players' feet. It is peculiarly a college game, and so popular has it become with girls, as well as boys, that the first and last sound one hears in the morning or at night is the rumble of the balls. During the late heavy fogs, when our seeing people were with difficulty groping their way about, it was amusing to hear the falling men of the Rob-roy and merry laughter of the players.



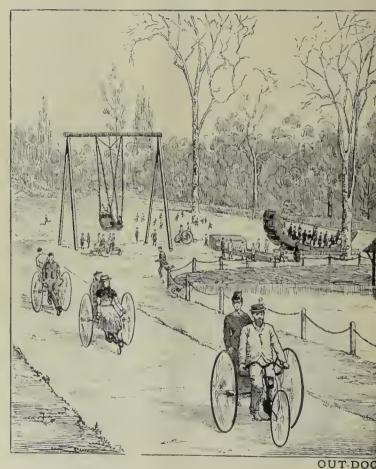
BARRE DU PIED, OR ROYAL NORMAL COLLEGE FOOTBALL.-Instead of the ordinary football, a bar is used, which is eovered with rubber or leather, the ends being fitted with specially-made balls. Like football, the start is made from the eentre of the field, the object of each party being to throw the bar against the goal of their opponents; unlike football, the throws are made alternately, so that each player must take his turn; this gives the weaker and less skilful players a full shar in the game. With the varying fortune of the game the interest increases, it sometimes happens that when the losing party is at the last extremity one of the players will unexpectedly make a great throw; as the flying bar goes bounding end over end, his despairing comrades follow up the start, shouting "On to victory!" and the battle becomes fiercer than ever. I have seen a game hotly disputed for a whole afternoon, and then deferred to another day for a renewal of the conflict.





<sup>\*</sup> For this and the illustration of the Kinder-garten and Tuning-school we are indebted to Henry Clark, Esq., of the Religious Tract S ciety.







DUT DOOR SPORT.



Rowing.—On our little body of water called "Willow Lake" we have two beautiful boats, presented to the "Fawcett Memorial" by Messrs. Searle & Sons, of Lambeth, and Messrs. Tagg & Son, of East Molesey. The former sent for me to select a boat; after showing a number of boats, Mr. Searle kindly said, "I see that none of these boats are quite suitable for your purpose; we shall have great pleasure in making one specially for you." Mr. Searle's beautiful boat is, by the united wish of all our pupils, called the "Millicent Fawcett." Messrs. Tagg & Son were equally kind, and said it would give them great pleasure to make a special boat for the Fawcett Memorial, as Mr. Fawcett had been for many years, one of their patrons.

CYCLING.—I know from personal experience that cycling is the most exhilarating exercise yet discovered for energetic blind persons, and, used judiciously, I believe it will give health and vitality to many who otherwise would remain feeble all their lives. Only this morning one of our girls, who has been obliged to go home several times on account of ill-health, remarked ("thanks to cycling and skating") that she was stronger and better able to work this winter than at any time since she came to the College. The cost is a serious difficulty. Thanks, however, to some of the cycling companies, especially the Rudge Co., Limited, we have been able to introduce cycling under very favourable auspices. We are indebted to the Rudge Cycle Co., Limited, for two "Four-in-Hand" cycles, which are peculiarly adapted for our work; also for the gift of the beautiful "Royal Crescent Tandem," which was specially made for my tour to Land's End in September last. Our best thanks are also due to Messrs. Hillman, Herbert, & Cooper for a "Tandem" given to the "Fawcett Memorial." We have a good cycle track in our own grounds, which gives our young people excellent facilities for training.

All our teachers, ladies as well as gentlemen, are heartily co-operating with us; they are becoming good cyclists, and will be able to steer skilfully for our young people.

On free afternoons during the ensuing season, parties of from twenty to thirty will enjoy delightful runs over the Surrey hills.

COASTING.—When we have snow, our American doublerunner is in constant demand. Starting from the main building, we have a coast of several hundred yards down the "Crowder Walk." The pleasure is much enhanced if the flying coasters are upset in the snow.



COACHING.—Both girls and boys have light, double-seated waggons for carrying passengers; they are coachman, passengers, or horses in turn. The girls coach round "Fawcett Green." The boys have a longer route, starting from the College buildings in the upper grounds, down the driveway and round the meadow. The coach leaves the "White Horse Cellars" for Dorking, via Streatham and Mitcham. The rumble of the wheels and the merry notes of the coach horn, are among the cheeriest sounds heard during the spring and snummer months.

The want of space forbids further details, but a list of some of the popular plays and sports, with Kindergarten games, will be found in Appendix C p. 40.







38--39.



By the kindness of the proprietor of The Graphic we give an illustration of our Christmas-tree, which was held this year in the Armitage Gymnasium, and a short extract from an account written at the time. "After the service we adjourned to the Armitage Gymnasium. The sudden change from the outside darkness to the unexpected light within was like au instantaneous change to fairyland. The Christmas-tree, an aunual gift of the Arehbishop of Canterbury, rose, tall and straight, before us. Flags, bon-bons, dolls, apples, oranges, toys, and presents, glistened with the light shed upon them by myriads of "Vauxhall lamps," and seemed to smile a genial, sparkling welcome, while the many-hued lamps, twinkling like stars, made a splendid contrast with the broad, dark-green branches, gracefully festooned with long, snowwhite streamers of American "pop-corn." The walls of the building were hidden by flags, wreaths, and mottoes. Here the lion and rising sun of Persia, there the broad double eagle of Russia, to the right the Stars and Stripes of America, the Union Jack, the tricolor of France, the proud old eastle of Spain, the Cross of St. George, and many others, but, above all, our own glorious standard, each and all seemed to express the good will of the countries they represented, while Santa Claus peeped at us from the bright red holly, the mistletoe, the laurels, and the cheerfulness visible everywhere."

In au iustaut, when a sigual was given, Santa Claus, flags, mottoes, even the Christmas-tree itself, was forgotten; groups of merry boys and girls shot out on their roller-skates, and quickly glided round the tree, while the College Choir joined in a merry skating soug

## APPENDIX C.

#### CHILDREN'S GAMES.

Rope-skipping
Hoop
Leaping from Spring-boards
Prisoner's Base (modified)
Blackthorn
Follow-my-Leader
Tig or Touch
Knights
Cock-fighting
Tug-of-war, or French and English
Leap-frog

Hot-pies (a variation of the ahove)
Foot-and-a-Half
Hautch the Paddock (severe on clothes)
Smuggle the Key
Shep
Dead Man
Hide-and-Seek
St. Gothard's Tunnel.
Simple, or the Endless Chain
Tom Tiddler's Ground.

## ATHLETIC GAMES AND SPORTS.

Wheelbarrows Plougbs Chariots Shipwreck Sack-racing Three and Four Legged Racing Pyramids
Wrestling Styrian German

# KINDERGARTEN GAMES.

For Boys.
The Blacksmith
The Shoemaker
The Cooper
Wheelbarrow
Scissors-grinder
The Farmer

FOR GIRLS.
A Brook is Flowing
Birdies' Ball
Busy Children
Forget-me-not
Go to Sleep little Thumb
Cradle Song
Pansies
It is Lovely May
Baskot of Flowers

FOR EITHER GIRLS OR BOYS.

Thumbs and Fingers say, "Good Morning"
Good Morning, Merry Sunshine
Do you know how many Stars?
The Pretty Moon
Merry Brown Thrush
Jack Frost
Five Little Squirrels
Tonamy Bumble
Song of the Weather
To and Fro
Wake, says the Sunshine
Come Little Leaves,
and others

# APPENDIX D.

### THE TRAINING OF YOUNG CHILDREN.

As we have so many inquiries with regard to the best method of training young blind children, I take this opportunity to offer a few suggestions.

The blind are often injured, and their capacity much impaired, some of them even ruined for life, through the ignorance and mistaken kindness of their friends during early childhood.

The following maxims will assist us:

1st. It is clearly obligatory upon all persons, whether sighted, hlind, or deaf and dumb, to endeavour to make the best use of whatever powers God has given them.

2nd. It is the object of all true education to call into action

the moral, mental, and physical faculties.

3rd. To develop a true and harmonious character, we must

give careful attention to the smallest details.

4th. The education of hlind children should commence as soon as they can understand that their actions please or displease those who love them.

Instead of heing indulged, they should be subjected to a more careful and stricter discipline than other children. They should be taught how to dress, wash, and feed themselves. Many parents allow them to use their fingers at the tahle, or at best give them a spoon; this is the greatest possible mistake. They will he spared much mortification during their whole life if they are early taught, in the most particular manner, how to use their kuife and fork.

In those things in which they will naturally be awkward, let them have a few minutes every day for special instruction. They should never be allowed to make their blindness an excuse for

inattention to the ordinary requirements of society.

The kind-hearted mother will confer a blessing on her blind child by training it to he useful. It will be easier for her to go for her work-hasket, newspaper, or book, than to direct the little one where to feel for them; but let her persevere in this, and patience will have its reward.

When it has playthings, those only should be selected which will either require the exercise of thought or tend to develop

dexterity in the use of the fingers.

Instead of lavishing upon the child sugar-plums and sweetmeats, let him be entrusted with a box of simple tools, provide nails, tacks, and pieces of wood, and encourage him to attempt to make little articles, such as boxes, toys, etc.; give him a shovel and spade, or if these cannot he had, a sharp stick, and when the weather is suitable, send him into the garden or yard to dig and play.

I have known a blind child who constructed mountain ranges. mud forts, cottages—in fact, a whole village, with a church, shops, and ordinary houses; even modelled men and women, invited them

to a party, and treated them to mud pies and cakes.

Bhnd children should not only he encouraged, but taught how to sow seeds and cultivate flowers. They should run, jump, turn somersaults, play leap-frog, and join in all games with their brothers and sisters—in fact, he encouraged in every kind of activity. If opportunities are favourable, climbing, running, swimming, rowing, skating, and many other atheletic sports should be among their early accomplishments.

The perceptive faculties should be carefully cultivated. This

may be done in various ways.

Interest the child, not only in the purchase of his own clothing, but also in that of other memhers of the family. When he has learned to distinguish hetween woollen, cotton, linen, and silk goods, he will very soon recognise the slightest difference in the quality of cloth and other articles. When a suit or dress has to be purchased, let him carefully examine various samples; tell him the price of each, and point out their good and had qualities.

When walking with them, we should speak of everything we see, and, when convenient, place their hands upon whatever

interests them.

Any object will do for a lesson—a fountain, a sign, a tree, a hird, a horse, heautiful fleecy clouds, the gathering storm, the returning sunshine, the springing grass, or the opening flowers, all will furnish topics for the most interesting stories to the little blind listener, who can only measure the length of his arm ahout him.

# APPENDIX E.

# ORGANISTS.

CIRCULAR AND TESTIMONIALS.

DEAR SIR,

We desire to bring to your notice certain facts, in regard to the organists who are trained in the Royal Normal College. Recent inventions, new methods, and a different application of various means, have led to very important practical results. The strong prejudice which exists against blind organists, is due to the fact that organ appointments have been sought by many blind men who were unable to meet the requirements, either as organists or choirmasters. Refining influences, combined with liberal culture, practical education, and a superior musical training (fully equal to that given in our very best schools of music for the seeing), have placed the blind on an entirely different footing.

Our first-class organists are highly-trained musicians, and some of them are good composers. Dr. E. J. Hopkins, of the Temple, our Organ Professor, gives special lessons on chanting, training of choirs, and the art of accompanying, in which the organists are required to take turns in conducting and accompanying. Mr. W. H. Cummings, our Singing Professor, gives special lessons on breathing, articulation, voice culture, and the art of singing, during which the pupils gain experience by teaching under his direction. Before obtaining a certificate, each organist must be able to train a choir.

We endeavour only to send out organists of earnest Christian character, who will enter into the service with that devotional feeling which will lead them to avoid display, and make the music a true part of the service.

We now have a simple and excellent musical notation, in which a good selection of Church music is already embossed, and we can at short notice emboss any hymn-book that may be required, both music and words.

We already have a number of skilful blind organists, who are holding excellent positions both as organists and choirmasters.

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WILLIAM ABBOTT ... Thornliebank U.P. Church, near Glasgow,
                               Glasgow. ... Parish Church, Aberannell, Wales Rev. M. E. Welby, M.A.
SAMUEL ALLEN
HERBERT ATKINSON
GEORGE CARTER
WM. J. DOWDING
                         M Huddersfield ...
... Parish Church, Leyton ...
... North Parish Church, Stirling ...
                                                                             Rev. James Lunt, M.A.
Rev. Mr. Niblock Ssewart.
Sir Edmund H. Currie,
Chairman.
ALFREN HOLLINS ... People's Palace, London ...
AUGUSTINE LANDER St. Andrew's Presbyterian Church, Rev. Robert Taylor,
AUGUSTINE LANDER Upper Norwood ... ...
HENRY MARSHALL ... St. Enoch's Church, Dundee
                         ... First U.P. Church, Dundee ... Rev. Hugh George Watt.

BR Christ Church, Barnet ... Mr. James Young, Conve-
WM. T. PERKS
                                                                             Rev. IIy. Joy Browne, B.A. Rev. C. M. Turner, M.A. Rev. J. Davidson, Bris-
WALTER F. SCHWIER Christ Church, Barnet ...
John Scorah ... Aldford Ohurch, near Chester
ARTHUR STERICKER
                               Finnart U.P. Church, Greenock ...
                                                                                 bane Street.
AGNES THOMPSON ... {St. Peter's Parish Church, Oswald} Rev. Malcolm McLellan.
                         Street, Glasgow
Wellington U.P. Church, Glasgow
Parish Church, Row, N.B.
                                                                         ow Rev. James Black, D.D. ... Rev. J. M. Webster.
HARRY TURNER
WILLIAM W. THORN- Hobart Town ...
JOHN WHITESIDE ... Tatham Church, Morecambe
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We are anxious that the Clergy throughout the country should be fully informed in regard to the above facts, feeling sure, that all other things being equal, they will give our organists the preference. If you require an organist now, or at any future time, or if you know of any vacancy, kindly communicate with us. One who is not thoroughly acquainted with the subject may think some difficulties insuperable, such as new music, training the choir, ctc. If you will investigate the matter, we believe we can satisfy you that these and all other points can be overcome without giving you extra worry and trouble.

MY DEAR SIR,—I have much pleasure in replying to your inquiry regarding Mr. Fred. Turner, who was formerly a pupil in the Royal Normal College for the Blind. He has been organist in Wellington Church for more than two years. His style of playing is highly appreciated; he has a

large choir, and under his training its members have made marked progress.

Mr. Turner is giving entire satisfaction. He does his work as well as if he had sight.

I am, yours sincerely,

JAMES BLACK, D.D., United Presbyterian Church, Glasgow,

DEAR SIR,—I have only to repeat what I have already stated with regard to Mr. Schwier's work here as organist. As to his ability as a nusician there are not two opinions. He is a most able and brilliant executer on hoth organ and piano. He is the conductor of a large choral society, and both it and our church choir bear testimony, not only to bis skill, but also to his indefatigable perseverance.

I remain, dear sir, yours truly
HY. JOY BROWNE, M.A.,
Vicar of Christ Church, Barnet.

St. Enoch's Manse, Dundce.

DEAR SIR,—In reply to your letter of 18th inst. it gives me great pleasure to state that in every respect Mr. Stericker continues to give the highest satisfaction as organist and choirmaster in Row Parisb Church. His playing is greatly appreciated by all who are musical, and he trains his choir with great tact and skill. In no way does his blindness interfere with the discharge of his duties.

With kind regards, I remain, yours faithfully,
J. M. WEBSTER,
The Manse, Row, Dumbartonshire.

DEAR SIR,-I esteem it a special privilege to acknowledge your inquiry regarding our young organist, Mr. Henry Marshall, because I can only speak of bim in terms of unqualified commendation. He continues to enjoy, and to deserve, the thorough approbation not of myself alone, but of my people and of every member of the choir. The manner in which the organ is used in his hands is regarded by us all as something like a marvel. He plays not only with faultless accuracy, but with very great taste and feeling; and as he does not himself appear to suffer any inconvenience from his unfortunate infirmity, you can understand that neither the congregation nor the choir suffers. Our congregational music, which St. Enoch's Church has all along taken a special pride in cultivating, has never heen in a higher state of efficiency than it is at present; and that efficiency is to a large extent due to Mr. Marshall's devotion and ability as organist, and to the musical feeling he is able to inspire in the members of the choir and the congregation. Mr. Marshall does not conduct the choir, as the custom in our church has always been to separate the functions of choirmaster and organist; but I learn from some of his private pupils low highly capable he is as a teacher, and what progress is made under his I am, dear sir, yours faitbfully, tuition. HUGH GEO. WATT,

DEAR DR. CAMPBELL,—In answer to your question about the two organists we have had from the Normal College, I am happy to reply that they have given us the most entire satisfaction. We engaged the lirst, I remember, with some misgiving, but when he left us, we had no hesitation at all in taking another. Of Mr. A. Hollins I could not speak too highly. He has rare musical ability, an i, what is especially valuable for our purpose, he is a delightful accompanyist. I will not, however, enlarge on this, as his powers are well known to many friends, who will speak of them with more authority than I can. But I may refer to a point which would probably occur to some who might be hesitating with regard to your pupits. And that is, how thoroughly dependable we have found them; how rare it has been for anything like a hitch or mistake of any kind to happen in the course of our services. In fact, in this respect we have been very much happier with our blind organists than with any seeing organists I have had to do with before them. If any elergymen, or others, who may think of engaging a pupil from the College will communicate with me, I shall be happy to give them the benefit of my experience.

Yours faithfully, J. M. GORDON, St. John's Vicarage, Redhill, Surrey.

Mr. W. T. Perks has been the organist of the First United Presbyterian Congregation of Alloa (N.B.) for two years.

The congregation had no previous experience of the use of the organ in worship, but the change in the method of conducting the service of praise

is generally acknowledged to be a great improvement.

In generally acknowledged to be a great displayed to the care bestowed on the The Organist Committee are well satisfied with the care bestowed on the training of the choir, and the Session believe that Mr. Perks has succeeded in interpreting the spirit of Presbyterian worship with marked insight and ability. He is quite the master of bis instrument, and in all respects well qualified to adorn his position as the servant of the Congregation in this department.

For the Organist Committee, JAS. YOUNG, Convener, First United Presbyterian Church, Alloa.

Mist Thompson's valuable aid in the conduct of the service of praise, has been a source of great encouragement to me in my work; she reflects credit upon the Institution in which she was trained; and if you send out such pupils every year from your College, you are doing a work the importance of which it is impossible to over-estimate.

MALCOLM MCLELLAN.

FROM REPORT OF St. Andrew's Church, Upper Norwood, For 1888.

"Unusual efforts have been made during the past year to improve our service of praise. Our esteemed neighbour and friend, Dr. Campbell, Principal of the Royal Normal College for the Blind, has earned and received our heartiest thanks for valued and effective help in this good work. For four successive Sundays, early in the year, his highly-trained choir, specially prepared by himself, led our singing in a way that at once charmed the ear and touched the heart. By his kindness, heartily seconded by the members of his choir, we have had frequent Services of Song on the evening of the Lord's Day, the rest of the service heing conducted in the ordinary way. These services have attracted very large audiences, and have heen much appreciated and enjoyed.

"For the greater part of the year we had the assistance of seven paid voices from the College Choir, whose services were highly appreciated by

all. The cost of this arrangement was met by special subscription.

"Finally we had the satisfaction of securing as organist the most distinguished pupil of the College, now one of its professors, Mr. Alfred Hollins, regarded, by competent judges, as one of the most gifted of the younger musicians of the day. It was a grievons disappointment to us when, after only a few months' service, Mr. Hollins resigned in order to accept the position of organist to the People's Palace. We were happily able to make an arrangement by which our choir has the advantage of being trained for the Sahbath service of praise by Mr. Hollins; Mr. Hollins and Mr. Augustine Lander, a promising pupil of the College, having accepted a joint appointment; the latter as Organist, and the former as Instructor to organist and choir."

### APPENDIX F.

## PIANOFORTE TUNERS.

CIRCULAR AND TESTIMONIALS.

GENTLEMEN,

Allow me to call your atteution to the following facts as to Certificated Tuners who have been trained in this College. A prejudice against the employment of the Blind\* in this capacity still exists in England, and the objection was well founded as long as their education and training did not make them fully equal to the best seeing tuners; this, however, is no longer the case. Our Certificated Tuners are now in every respect fully qualified for their work. They have been employed by manufacturers and in music warehouses for many years, and the best proof of their efficiency is that they retain their situations.

No tuner is granted a Certificate without serving an apprenticeship of from three to five years, and undergoing a very thorough system of testing and examination.

The department is under the management of Mr. J. Young, who came to us highly recommended from Messrs. Broadwood & Sons. During the apprenticeship, strict business habits are cultivated, and the same attention to work is required of our young men as is demanded of seeing workmen in well-regulated factories.

Before obtaining a Certificate, every pupil has to pass three distinct and searching examinations.

At the preliminary and intermediate examination conducted by Mr. Irvine (assistant examiner) he not only

<sup>\*</sup> Pianoforte Tuning, as a profession for the Blind, was introduced many years ago in Paris by CLAUDE MONTAL, a blind pupil of the Paris School, who was the founder of the manufacturing house that bears his name, and to whom is due the scientific method of tuning which is now general both among the sceing and the Blind. In France it is well known that the Blind make the best tuners, and there they readily find employment on the same terms as the seeing.

inspects pianos tuned by the Pupils, but sees each pupil at work, noting the manner of holding and managing the tuning hammer and damper, testing him with all varieties of trichord pianos, including overstrung instruments. Each pupil is also required to show, by actual performance, his mechanical skill in making eyes, stringing, and ordinary light repairs, such as removing broken wrest-pins, repairing hammer-shanks, etc.

At the third and final Examination, conducted by Mr. A. J. HIPKINS (oue of the very greatest authorities on the pianoforte), the work of each pupil is carefully marked with detailed criticism in regard to defects, and if the work falls below the required standard the Certificate is withheld.

We only recommend CERTIFICATED TUNERS, and Certificates are granted only to those who are thoroughly qualified to do good work, thus making the College Certificates trustworthy evidence of the efficiency of the holder.

We append the form of Certificate granted. Its production should be required of any applicant professing to have been trained as a tuner at this College.

I submit a few testimonials from those who have employed our tuners.

A number of our tuners are employed both for indoor and outdoor work in London, Bristol, Liverpool, Leeds, Sheffield, Huddersfield, Hull, Bradford, Darlington, Sunderland, Edinburgh, Glasgow, Paisley, Dundee, Dumfries, Kilmarnock, Carmarthen, Cardiff, America, Australia, New Zealand, etc. First-class references can be given.

If a tuner is wanted uow, or at any future time in your establishment, please communicate with me. I earnestly beg that you will give our tuners a fair trial, and if on trial you are not fully satisfied with the tuner we send you, we do not of course expect you to employ him. Do not, however, assume that they are incompetent without testing them.

Yours faithfully,

F. J. CAMPBELL, LL.D.,

Principal. .

# Royal Normal College and Academy of Music for the Blind,

#### NORWOOD, S.E. UPPER

FOUNDED A.D. 1872.

Musica Lux in Tenebris.

PATRON.

HER MOST GRACIOUS MAJESTY THE QUEEN.

VICE-PATRONS.

H.R.H. THE PRINCE OF WALES, K.G. H.R.H. THE PRINCESS OF WALES. H.R.H. THE DUKE OF EDINBURGH, K.G. H.R.H. THE PRINCESS LOUISE (Marchioness of Lorne). H.R.H. THE DUKE OF CONNAUGHT, K.G.

## This is to Certify that

HAS BEEN A PUPIL OF THE

Royal Normal Colleges	Academy of Music f	or the Blind
-----------------------	--------------------	--------------

(Signed as follows):-

PRESIDENT. WESTMINSTER.

Pianoforte Tuning Exam. : A. J. HIPKINS. Singing: W. H. CUMMINGS. Pianoforte FRITS HARTVIGSON.

Do. & Harmony: H. C. BANISTER.

Organ: E. J. HOPKINS, Mus. Doc.

Hon. Treasurers (STALBRIDGE,

Chairman of Committee: T. R. ARMITAGE, (M.D.

Hon. Secretary: C. C. FITZROY.

PRINCIPAL. F. J. CAMPBELL, LL.D.

Dated

I wish to express my entire satisfaction as to the ability of Mr. Geo. A. Mitchell as a pianoforte tuner. He has been in my employ about 4½ years, during which time he has gained my confidence by careful work, punctuality, and trustworthiness.

FRED. W. HOLDER, 1 and 2, Whitefriargate, Hull.

Mr. Alfred Booth, the pianoforte tuner you so strongly recommended to me, fully bears out your words,

E. COLBY EVANS, Guildball Square, Carmartben.

Mr. Jas. Gregory, who was trained in your College as a pianoforte tuner, and who has been in our employ for the last nine years, gives us satisfaction in his work.

J. B. CRAMER & CO., 201, Regent Street, London, W.

We have much pleasure in stating that Mr. R. Wylie, who has been in our employment for several years, gives us satisfaction in the capacity of indoor tuner.

Pro PATERSON, SONS & CO. R. THOMSON, 152, Buchanan Street, Glasgow.

I have much pleasure in hearing testimony to the high qualities of the tuners turned out of your College. I have now three in my employ, and find them superior to most sighted tuners. Geo. Whitaker, who has heen with me over five years, is A I.

S. WALKER, 96, Leeds Road, Bradford.

We are pleased to inform you that John Macdonald has been over 11 years with us; he is a good tuner, very obliging, and does his work in a most satisfactory manner, and is frequently specially asked for.

R. J. & R. ADAMS.

81 & 83, Buchanan Street, Glasgow.

### APPENDIX G.

# RULES AND TERMS FOR THE ADMISSION OF PUPILS.

1. The College is open to the young of either sex and of any rank, but only those will be received as pupils who show sufficient ability to render it probable that by instruction they can be

rendered capable of self-support.

2. As without previous trial it would in many cases be difficult to determine whether an applicant for admission has sufficient capacity for the kind of education given at the College, candidates will first be received as probationers for a period of three months, or less. If, at the end of that period, they are found to possess adequate ability, they may become permanent pupils.

3. The annual charge for pupils \* in the Preparatory School is £35 per annum; in the College under 13 years of age, £50 per

annum; and over 13 years of age, £60 per annum.

4. The charge for private pupils in the Preparatory School is £50 per annum; in the College, from £80 to £100, according to circumstances.

5. The charges for resident pupils include board, lodging, washing, and medical attendance; but not clothing or travelling expenses. Payments in all cases must be made for each term in advance. All cheques and Post Office Orders, in payment for pupils, should be sent to the Principal at the College.

6. The school year will be divided into three terms: for which the payments are due October 1st, January 1st, and April 1st. The first and second terms include three months each, the third

term four months.

7. Except in cases of severe illness, all pupils are expected to be

in attendance at the College on the first day of each term.

8. Pupils will only be admitted at the beginning of one of the terms. If possible they should enter at the beginning of the Michaelmas term.

9. As it is of the utmost importance to keep up home ties between pupils and their families, it is desirable that all pupils shall spend at least the summer vacation with their purents or friends.

<sup>\*</sup> The Gardner Trustees have liberally granted a large number of Scholarships to aid the young blind of England and Wales whose friends cannot pay the entire cost (see Report). Several institutions for the blind are also heartfly co-operating with us. In various large towns special Scholarship Committees have been formed, especially in Scotland.

- 10. All pupils must be provided with strong clothes, either new or in perfect repair, as in the following lists, and their parents or friends will be required to renew the clothing when deemed necessary by the Committee.
- 11. The use of tobacco in all forms is strictly forbidden. All pupils, without regard to age, during their connection with the College, must abstain from the use of tobacco either on or off the College premises. The use of beer, wine, or any drink containing alcohol, is only allowed when ordered by the medical authorities of the College.
- 12. In all cases the following form must be filled up by a duly qualified medical practitioner. The questions are not, however, put with a view to exclusion, but for information regarding the pupils:—
  - (a) Is the applicant totally blind, or, if only partially so, has he sufficient sight to enable him to follow any profitable employment?
  - (b) What appears to have been the cause of blindness !
  - (c) Has the applicant had the small-pox? Has he been vaccinated, and is there satisfactory evidence that the infection was complete?
  - (d) Has he had the measles, whooping cough, or scarlet fever?
  - (e) Has he been subject to epileptic fits?
  - (f) Is he free from scrofula or cutaneous disease?

1	Signed)	
١	Pignen	

13. In cases in which the pupil is not entirely paid for by his or her friends, the following engagement must be signed by two respectable householders, independent of the parents, and witnessed by the clergyman of the parish, or a magistrate, or by a member of a Local Committee:—

We, the nndcrsigned, do jointly and severally engage, as long as

remains a pupil in the Royal Normal Collego and Academy of Music for the Blind, to keep him or her supplied with the stock of clothing required, as in the list furnished by the Committee; and, further, to take and remove

from the College during the vacations, or whenever required to do so by the Committee, and to pay all expenses of such removal, and in caso of death, all funeral expenses.

funeral expenses.	,
Dated this	day of
Signatures {	
I hereby certify that I the above named	have witnessed the signatures of
and that the persons si	gning are respectable householders.
Minister of	
	Magistrate,
	Member of the
	Local Committee of
the Royal Normal Colle Blind.	go and Academy of Music for tho
Dated this	day of
1 1 2: 1: 2 :	

<sup>14.</sup> Applications and inquiries in regard to the admission of pupils should be addresseed to the Principal, F. J. Campbell, Esq., LL.D., Royal Normal College and Academy of Music for the Blind, Upper Norwood, S.E. Persous can see the Principal on business on Tuesdays from 2 to 3 p.m. (the second Tuesday excepted). Also at the same hour on the first Thursday in each month; otherwise by appointment.

### LIST OF CLOTHING.

### FEMALE DEPARTMENT.

Lacing and tight-fitting dresses are prohibited. Dresses and other clothing must give ample room across the chest. Dresses narrow across the chest invariably lead to bad positions. Parents are especially requested to attend to this requirement, as the health depends very much upon proper clothing. The skirts of the school dresses must be at least 21 inches from the ground, to allow freedom in walking.

- 1 Sunday dress.
- 2 Week-day dresses.
- 1 Gymnastic suit (a sample of material and pattern will be furnished, or, if preferred, purchased at wholesale prices and made).
- 1 White petticoat.
- 2 Coloured petticoats.
- 2 Flannel petticoats.
- 3 Undervests (flannel or merino, high-necked and longsleeved).
- 4 Chemises.
- 4 Bodices (supplied with huttons for supporting the skirts).
- 4 Pairs of drawers.
- 3 Nightgowns.
- 1 Flannel dressing gown.
- 12 Towels.
- 8 Pocket-handkerchiefs.
- 6 Aprons.
- 4 Pairs of stockings. 1 Pair of best boots.
- 2 Pairs of strong boots.
- 1 Pair of slippers or house hoots.
- 2 Hats.
- 1 Sunday jacket.
- 1 Common ditto, or shawl.
- 1 Waterproof.
- 2 Pairs of gloves. A sufficient quantity of neckties, collars, and cuffs.
- 1 Comb and brush.
- 1 Small toothed comb.
- 1 Nail brush.
- 1 Tooth brush.
- 2 Small bags for combs and brush.
- 2 Bags for soiled linen.

### MALE DEPARTMENT.

- 1 Sunday suit.
- 2 Very strong weck-day suits.

Coats and vests must be broad across the chest, to give the lungs full play.

- 5 Shirts.
- 3 Night shirts.
- 6 Collars.

The bands of shirts and collars are often too small: this is a fatal error, as it not only injures the health, but prevents all chance of progress in singing.

- 6 Pocket-handkerchiefs.
- 5 Pairs dark worsted stockings.
- 1 Warm coat or cloak.
- 2 Hats or caps.
- 2 Pairs of gloves.
- 1 Pair of Sunday boots.
- 2 Pairs of very strong boots for week-day use.
- 1 Pair of slippers.
- Gymnastic shoes, jerseys, cap and belt (furnished at the College at the lowest wholesale rates).
- Comb and hair brush.
  Small toothed comb.
- 2 Small bags for comb and brush.
- 1 Tooth brush.
- 1 Bag for soiled linen.

The rule in regard to the supply of clothing is imperative.

The gymnastic outfit is indispensable. If the clothing the gymnastic outfit is not provided, it will be the duty of and Principal to suspend the pupil.

### APPENDIX H.

The following tabulated statement gives the names of "Gardner Scholars" now under instruction:-

### PREPARATORY SCHOOL.

GIRLS. Barraclough, Amy, Leeds School for the

Blind Brown, Phebe Annie.

Dearne, Louisa Mary, School for the Blind, Southsea. James, Adeilne Frampton, London School

Board. Luker, Isabella, London School Board.

Melklejon, Alice May, London School Board. Morison, Edith Emily, London School

Board. Pitt, Annie, London School Board.

Wadsworth, Maude.

Boys.

Bryon, Edward Frederick, London School Board. William George, St. John's

Cleverley, Willis Wood School, Cook, George William.

Doggett, Henry Ernest. Goodwin, Charles Robert, London School Board.

Hilton, Benjamin, Bradford School Board. Jarvis, Charles, London School Board. [Board. Reynolds, Frederick. Rowe, Frederick Edwin, London School Sharp, William John.

Watling, Horace Frank.

### COLLEGE.

### GIRLS.

Atkins, Lizzie Emma, Indigent Blind Visitlug Society and Loudon School Board.

Baldock, Lilian Maud.

Bartlett, Allce Rose, London School Board. Bloomfield, Emlly Foster, London School Board. Bull, Mary.

Burr, Louisa Mary

Kilburn.

Board.

Broan, Charles Gregory.

Bryan, Julia, Loudon School Board. Cornwall, Annle Elizabeth, London School

Davis, Constance Marian. Davis, Hannah Mabel.

Dearsiey, Edith Osborne, London School Board.

Delph, Harriet, Brighton Institution for the Blind. Dodd, Edith, Brighton Institution for the

Bllnd. Flindall, Caroline Louisa, London School

Board Haigh, Edith, Home Teaching Society, Huddersfield.

Haller, Alice Maud.

Harper, Mary, London School Board. Heeley, Alice, Home Teaching Society. Huddersfield.

Honeybell, Eliza Ann, London School Board.

Hughes, Elizabeth Ann, Bangor Home Teaching Society.

Budden, Henry James, London School

Hyde, Mary Anne. Joyce, Jessie Dora, St. John's Wood School Longhurst, Mary Annie. Lucas, Emily Maud. Mace, Margaret Ellen, Leeds School for

the Blind.

Marston, Louisa, St. John's Wood School, Norris, Catherine, London School Board. Page, Mary Annie, London School Board. Patterson, Margaret Mary, London School

Board. Pritchard, Edith Blanche, Londou School Board.

Percival, Louisa Ann, London School Board.

Sawyer, Mary Lawrence. Shaw, Lllian Mary. Smith, Ada, Leeds School for the Bilnd. Smith, Nellie Louise, London School Board.

Smithbone, Louisa Jane, St. John's Wood School.

Strickland, Laura, London School Board, Townsend, Isobel.

Whitehouse, Mary Jane, Royal Victoria Institution for the Blind, Newcastle. Wiley, Ellen Eliza, London School Board. Willey, Minnie, St. John's Wood School. Williams, Annie.

Young, Lucy Eugènle.

### Boys.

Cawood, Joshua, Leeds School for the Baxter, James, Bochdale Home Teaching Blind, Soclety.

Cobern, Louis Frederick, London School Brian, Charles Edward, London School Board and Home for Blind Children, Board.

Davies, Frederick Stanley. Dunn, Walter James.

Evans, Henry, Cornwallis Street School for the Blind, Liverpool.

Flynn, James Joim.

Gill, John, London School Board. Green, Albert Thomas, London Board.

Greenwood, Harry, Midland Institution for the Blind, Nottingham.

Haller, George Dennis. Hart, John.

Hobbis, Frederick, London School Board. Housden, Frederick John.

Housden, Frederick South. Knyper, Jobn, London School Board. Lander, Augustine. Marks, Charles, School for the indigent

Blind, Southwark.

May, Thomas Alexander, London School Board,

Moore, Reginald Percy. Newman, Wlijiam, London School Board. Newman, Alfred Charles, London School

Plumrldge, Edwin. Potter, Arthur George. Reed, Ernest Medhurst.

Reynolds, William.
Robinson, Artbur, Loudon School Board.
Smith, James, Wilberforce School for the
Blind, York.
Smith, James Edward, London School

Board. Thompson, Charles Henry. Warrilow, Herbert.

### TECHNICAL SCHOOL.

Ames, James, London School Board. Ashford, Herbert Edward, St. John's Wood

Badcock, William, London School Board, Hancox, Charles, School for the Blind, Edghaston, Birmingbam.

Hatherill, Joseph, School for the Blind, Bristoi.

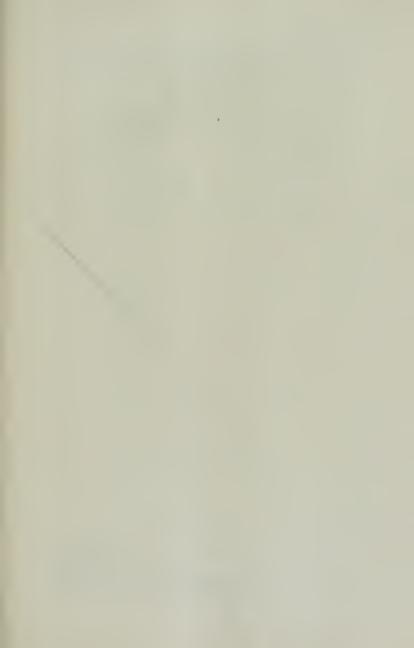
Helliwell, Charles, Institution for the Blind, Sheffield.

Jankinson, Beresford John H., Bristol School for the Blind. Matheson, Alexander, Home for Blind

Children, Kliburn. Norris, Henry John, School for the Blind.

Exeter. Snell, Walter Henry.
White, Thomas, Institution for the Blind,
Edgbaston, Birminham.
Willy, Frederick William.

Intending candidates should apply, without delay, to Heury J. Wilson, Esq., Secretary of the Gardner Trust, 1, Poet's Corner, Westminster, that their cases may be considered when vacancies occur. Those who wish to prepare for the examination are recommended to communicate with the Principal. Candidates for the College should read and write Braille with facility and correctness, and be well-grounded in Arithmetic, English Grammar, and Geography; these subjects are essential, but credit will be given for practical knowledge in other subjects. In regard to requirements for young children for the Primary School, and applicants for the Technical School, it is impossible to fix hard and fast rules, the arrangements must be elastic.



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-		RECE	PTS	3.							
То	Balance per last Account - Subscriptions for Pupils - Donations do Fees collected or paid by R	- - elatives	- - of	- Pupi		£ 558 26 814		d. 3 0 1	603		7
	Donations to General Fund Subscriptions to do. Sundries	:		-		232 354 75	5 17 6		8,399		
	Amount borrowed from B year and repaid	ankers	duri	ng t	the 2,	200	0	0	1,662	9	2
	Legacies Amount due to Tradesmen	, and f	or S	Salari	ies	•		-	1,730		
	and Wages	-	•	•	-	-	•		1,741	15	0
			/	/	/						

£14,138 4 1

I have compared the above Account with the 23, St. Swithin's Lane, E.C., 28th March, 1889.

								0	4.
	EXPENDITU	R.E.							-
	2222 22(1)(1)(1)	. 01.1.		£	5.	d.	£	s.	d.
By	Amount paid on 1887 Account—						2,197		5
·	Expenditure on Capital Account, viz. :-						-,		
	Alterations and Fixtures -			142	15	11			
	Musical Instruments -	_	_	184	0	0			
	School Appliances			27					
	Furniture, Linen, etc			37					
	,,						391	16	8
	Current Expenditure, viz.:-								
	Salaries General Education	_	_	816	0	0			
	Do. Musical			457					
	Do. Technical			340					
				31					
	Fares of Pupils, etc Moving Instruments	-	_		4				
	Embossed Books, and Musical	Appli	-	2	T.	U			
	Embossed books, and Musicar	Арри	-	969	16	10			
	ances		•	010	10	10			
	Fces Returned	-	•	21	10	U	9 090	- 4	0
	MAINTENANCE-		-				3,038	4	3
	Salaries and Wages, Mainte	onona	Δ.						
	Dataries and Wages, Manie	chanc	e .	650	10	1			
	Department Provisions	-	• 0	000	19	10			
	Provisions	-	• 5	,515	10	10			
	Firing and Lighting Washing and Cleaning - Haberdashery	-		554					
	Washing and Cleaning -	•	•	665					
	Haberdashery		-	19	16	5			
	Renewals, Wear and Tcar,	Liner	1,						
	Crockery, etc	-	•	82	0				
	Mcdicine and Nursing -	•			9				
	Stable Account	-	-	23		2			
	Sundries	-	-	3	3	2			
					_	_	5,575	11	11
	Office Expenses, etc.—								
	Salaries		•	447	12	0			
	Stationery	-	-	22	15	10			
	Postage and Telegrams -	-	-	88	3	9			
	Advertising, Printing, etc.			155	8	11			
	OFFICE EXPENSES, ETC.— Salaries Stationery Postage and Telegrams - Advertising, Printing, etc. Sundries	-	-	0	10	7			
	SU MAN CONTROL						714	- 11	1
	GENERAL EXPENSES—								
	Interest on Mortgage, Loan	ns, I:	n-						
	surance, and Rent of 1	Prima	гу						
	Schools		-	680	14	7			
	Potes Taxes Water, etc	-	-	346	12	11			
	Gordon Expenses	-	-	24	7	6			
	Danaing			264	14	- 11			
	Repairs -		-	40		) 5			
	Rates, Taxes, Water, etc Garden Expenses Repairs - Mectings and Concerts - Travelling			13	17				
							1,370	17	5
	Total Current Expenditure £10,699	4 8							
	Balance forward—								
	At Bank, and in hand	-		-			849	9 17	7 4
	At Dank, time to the						C14 19	2	<u> 1</u>
						-	£14,13	, ,	1

## LIST OF DONATIONS AND SUBSCRIPTIONS

FOR THE

### GENERAL PURPOSES OF THE COLLEGE,

RECEIVED FROM JANUARY 1ST, 1888, TO DECEMBER 31ST, 1888.

The Principal will be glad to be informed of any inaccuracies in this List.

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							Do	nati	ons.	Subscr	iptic	ns.
							٤	8.	d.		8,	d,
Acland, Rev. A. H. D. "A Friend." For the								• • •		2	2	0
"A Friend." For the	Blind		•				0	.5	0			
Allen, H. J., Esq. (per C										1	1	()
Allen, H. J., Esq. (per C	barit	y Orga	ınisa	tion	Socie	ty)				1	()	()
Allen, Wm. Edgar, Esq										2	2	0
Anderson, J. Macvicar,	Esq.						- 5	0	()			
Anonymous							0	10	0			
Anonymous							0	4	0			
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Anonymous	•	•	•	•		•	()		U	2	0	0
Andriand Man				•	•							
Aukland, Mrs. Austin, John 11., Esq.			•	•				• • •		1	1	0
Austin, John II., Esq.				•				• • •		1	1	0
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					Donations,	Bul	bscri	ptions		Fees.	
Adams, Mr. 11.						2	9.	u.	£ 21		d.
Adshead, Mr.							• • • •		14		0
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Birch, Mrs				,		11	10	0			
Blackborne, Mrs.						2	2	0			
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Botly, Wm., Esq.						2	2	0			
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Carr, Wm. J., Esq.					***				60	0	0
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Criswick, Miss			15 0	()		
Crowder, A. G., Esq			54 12	6		
Cure, The Rev. Canon Capel . Currie, Mrs. (per Mr. Daw) .			10 0	()	***	
Currie, Mrs. (per Mr. Daw) .			5 0	0	***	
			1 1	()		
Dakin, H., Esq.		***		0	3 0	()
Daw, Mr	•	***	***		20 0	()
Dearsley, Mr. Dibley, George, Esq. Doggett, Mr.	•	•••	1 1	()	20 0	U
Dibley, George, Esq.	•		1 1	U	15 0	0
Doggett, Mr.	•	•••	1 1	0		~
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Coldstream, Esq., W.S.) .			45 - 0	U		
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Field, Mrs	•	***	6 15	6	***	
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Fryer, Rev. A. T. (per Mr. Daw) .	•		$\hat{3}$	0		
Fulham Guardians (per Committee	of					
the Southsea Institution for th						
Blind)			10 0	()		
Galvin, Mr.		***			5 0	0
Gardner Trustees (Scholarships):-						
College			3317 10	0 .	***	
Preparatory School		***	486 10	0		
Technical School			564 0	0	***	
apeenit Cases .		***	22 0	0	***	
Garrett, Miss		• • •	20 0	0	• • • •	
Garrett, Mrs. S		***	10 0	0	0.10	0
Gill, Mrs		•••	20	0	0 10	0
Gilmore, Miss Ellen		***	20 0	0	•••	
Glasgow Committee (per Wm. Auchineloss Arrel, Esq.)	•		217 10	0		
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Graham, Harry R, Esq.		11 0 0	•••
Greaves, Mr. George			2 2 0
Green, Rev. H. (per Mr. Moore)		5 0 0	
Greenwood Guardians		10 8 0	
Greenwood, Mrs. (per Miss Luxton)		•••	12 10 0
Griffiths, Thomas, Esq.		•••	20 0 0
Haldeman, Donald C., Esq		2 - 0 - 0	
Haller, George R., Esq.			66 0 0
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Halsey, Mrs.		1 1 0	
Hancox, Mrs.		•••	20 - 0 - 0
Hardebeck, C., Esq.			80 0 0
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Harper, Mr		•••	10 0 0
Hartley Pou Alfred O	• • • • • • • • • • • • • • • • • • • •	***	33 0 0
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Hilton Mrs	• •••	• • •	42 0 0
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Holloway, Miss		3 10 0	•••
Hooper, Rev. II.	•••	10 10 0	
Hope, Dr	•••	10 10 0	60 0 0
Horniman, F. J., Esq.		2 2 0	
Holloway, Miss Hooper, Rev. H, Hope, Dr. Horniman, F. J., Esq. House, Mrs.			5 0 0
Huddersfield Home Teaching Society			
(per Mrs. Brewer		20 0 0	
Humphry, Mrs		6 0 0	
Hyde, Mr. R	•••	• • •	40 0 0
7 (1 7)			40 0 0
Jackman, J. C. Esq	***		60 0 0
Jackson, Miss (per Mrs. McAnally) .		1 1 0	5 0 0
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Jarvis, Mr	0 10 0	***	10 10 0
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Joy, Rev. Canon, M.A.		3 10 0	
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Kidd, Miss		4 0 0	
King, Mrs	***	8 0 0	
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Lang, Mrs. G. M.	•••	20 0 0	***
Lankester, Rev. C.	•••		2 0 0
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Lloyd, Miss E. J.	•••	30 0 0	***
Lloyd, Mrs. R. S.	•••		14 0 0
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Lovell, Mr.	• •••	21 0 0	
Lyde, Mrs. Amcs	***	21 0 0	***
Mace, Mrs		***	40 0 0
Mackinnon, P., Esq. (per Miss Isabel	• •••	•••	
I. Love)	20 0 0		•••
L. Love) Main, J., Esq. Marsland, L. W., Esq. (per Mr. Daw)		2 0 0	•••
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Man Mr	•••	2 0 0	6 18 0
May, Mr. McAnally, Rev. D.	• •••	1 1 0	
McClymont, C. R., Esq. (per Mr. Daw)	• • •	2 10 0	•••
McKeen Hugh Fee		1 I 0	
McKean, Hugh, Esq	• • • •	$\frac{1}{2} \stackrel{1}{0} \stackrel{0}{0}$	•••
Medwin, Mrs. Meiklejon, Mrs. Mills, F. C., Esq. Mines, Rev. C. A.	•••	200	9 0 0
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Minns, Mrs. (per Miss Annie E. Ridley)	•••	2 10 0	
Mirylees, Mrs		1 1 0	***
Morgan, Mrs. W. Pritchard (per Mr.	***		•••
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Morison Mrs		•••	15 0 0
Moore, Mr. Morison, Mrs. Morley, Miss Moullin, A.D., Esq.		1 1 0	
Monthin A. D., Esq.	•••		49 0 0
Murdoch, Thomas, Esq.	•••	42 0 0	
Brutoodi, Fromus, 1954.		12 0 0	•••
Napper, Mr			5 0 0
Neame, G. F., Esq.	• • • •	2 2 0	•••
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Newman, Mrs		•••	24 0 0
Newman, Alfred, Esq		0.10 6	
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Northern Counties Institute for the			
Blind (per Douglas Wimberley, Esq.	.)	42 0 6	
Nuneaton Guardians		20 - 0 - 0	
Page, Mrs			1 15 0
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Phillips, Miss F. M. (per Charity Or			
ganisation Society)		2 - 0 - 0	
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Powell, G. T., Esq				1 1			
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Ransley, Mr						4 16 9	
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Sandys, R., Esq. (per Mr. 1	Jaw)		• • • •			• • • •	
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Smith, F. L., Esq				1 1	0	20 () 0	
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Stirling, Mrs				15 0	0	***	
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Taylor, Rev. Robert .				20 0	ő		
Temple, Mrs.						***	
Thompson J Esq.				12 0	0	01 0	0
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Thorhum, Mr. J. A.						25 0	0
Townsend, Rev. W. J.		•		1 1	0		
Tubbs, Mrs.		•		eo o	()		
Tupper, John, Esq	•					17 10	0
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Viney, E., Esq. · ·				2.4 (	()		
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Wiglesworth, Miss		٠	•			• • •		1	ă			• • • •	
Wilkinson, Mrs.			•	•		• • •		Ü		0		• • •	
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Willy, Mr				٠							20	0	0
Wilmot, Arthur, Esq.								1	1	0			
Wilson, Edward, Esq.								10	0	0			
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Winkworth, Mrs								30	0	0			
Winter, Miss .								7	0	()			
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Woods, W. Fell, Esq.								0	10	0			
Wright, Miss Alice M.											0	10	0
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Yardley, The Misses								0	10	0			
Young, Mr											3	()	0
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		Ί	otals	£	26	15	0	6558	15	3	1814	9	1

### THE CORPORATION OF LONDON AND CITY COMPANIES.

Total amounts subscribed from March, 1872, to December 31st, 1887.

					,			.,		
Corporation of the The Worshipful Co	Cor	npany	of-	ndon				210	B.	d. 0
Armourers a	nd	Brazi	ers					14	14	0
Carpenters								50	0	0
Clothworker								1260	0	0
Cordwainers								52	10	0
Cutlers .								10	10	0
Drapers.								126	0	0
Fishmonger	8							410	0	0
Goldsmiths								250	0	0
Grocers								400	0	0
Leatherselle	rs							147	0	0
Mercers	٠.								10	0
Merchant Ta	ry Io	ors.						126	0	0
Saddlers						٠		-	10	0
Salters .	٠								15	0
Skinners								83	0	0
Vintners								63	0	()

Amounts received from City Companies during 1888 are acknowledged on pages 62-68.

### SCHOLARSHIP COMMITTEES, ETC.

Total amounts subscribed from March, 1872, to December 31st, 1887. £ s. d. Belfast Association for Employment of Industrious Blind, The 4 0 0 Committee of Bradford Ladies' Committee, per Miss A. E. Holloway 135 0 0 662 15 Bristol Committee, per Wm. Harford, Esq. Broombill Institution for the Blind, Shellield, The Committee 145 0 of the . Charity Organisation Society-4 () Bristol Committee . . 80 10 Newington Committee. 11 2 () Paddington " 13 0 0 Poplar 90 - 0 = 0Shoreditch St. Olave's 8 0 0 St. Pancras (S) " Croydon Ladies' Committee, per F. Foss, Esq., and John Mc 55 0 0 Donald, Esq. Croydon Home Teaching Society, per Miss Barton . 27 15 0 Dundee (Directors of Dundee Institution), per R. B. Ritchie, Esq. 797 10 Edinburgh Committee, per J. P. Coldstream, Esq., W.S. 1613 11 Glasgow Committee, per William Auchincloss Arrol, Esq. 5784 9 797 10 0 . 5784 9 0 . 125 0 0 Greenock Committee, per F. D. Morrison, Esq. Hants and Isle of Wight School for the Blind, The Committee of . 86 0 0 Henshaw's Biind Asylum (Manchester), The Committee of . . 116 0 0 Huddersfield Home Teaching Society

SCHOLARSHIP COMMITTEES, ETC. (Continued).			
Soll visite of the control of the co	£	8.	d.
Leeds Committee, per Mrs. W. J. Armitage and others .	. 322	19	- 6
Leeds School for the Blind, Committee of	. 5	0	0
Liverpool Committee, per Charles Inman, Esq	. 523	15	0
London School Board	. 600	0	0
London School Board	. 480	0	0
North Staffordshire Home Teaching Society,	. 9	0	0
Norwich Ladies' Committee, per Miss Agnes Howell, Mrs. S			U
Gurney Buyton and others	199	12	4
Gurney Buxton, and others .  Penge and Anerley Ladies' Committee, per John McDonald, Esq	132	10	7
Perth Committee per James Wilson Esa	909	8	4
Perth Committee, per James Wilson, Esq	303	11	9
meaning committee, per miss notice randuality	. 000	11	J
Amounts received during 1888 are acknowledged on pages	69.73		
Tayor	00 11.		
I EQUADES Pro			
LEGACIES, ETC.			
LEGACIES, ETc.  Received up to December 31st, 1887.	e		d
Received up to December 31st, 1887.	£ . 200	s. ()	d.
Received up to December 31st, 1887.	. 200	U	0
Received up to December 31st, 1887.  Alexander, James, Esq.  Ashbrook, Dowager Viscountess (per Lord Monson).	. 200 . 45	0	0
Received up to December 31st, 1887.  Alexander, James, Esq.  Ashbrook, Dowager Viscountess (per Lord Monson).  Benzon, Mrs.	. 200 . 45 . 500	0	0 0
Received up to December 31st, 1887.  Alexander, James, Esq.  Ashbrook, Dowager Viscountess (per Lord Monson).  Benzon, Mrs.	. 200 . 45 . 500 . 100	0 0 0	0 0 0 0
Received up to December 31st, 1887.  Alexander, James, Esq. Ashbrook, Dowager Viscountess (per Lord Monson). Benzon, Mrs. Bradhury, Thomas, Esq. Coward, Miss Ann (per Samuel Lewis, Esq.)	. 200 . 45 . 500 . 106	0 0 0	0 0 0 0 0
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Received up to December 31st, 1887.  Alexander, James, Esq. Ashbrook, Dowager Viscountess (per Lord Monson) Benzon, Mrs. Bradhury, Thomas, Esq. Coward, Miss Ann (per Samuel Lewis, Esq.) Graham, James, Esq. Guadet, George Herhert, Esq., (per exors, of the late Mrs. E	. 200 . 45 . 500 . 106 . 9	0 0 0 0 0 0	0 0 0 0 0 0
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Received up to December 31st, 1887.  Alexander, James, Esq. Ashbrook, Dowager Viscountess (per Lord Monson). Benzon, Mrs. Bradhury, Thomas, Esq. Coward, Miss Ann (per Samuel Lewis, Esq.) Graham, James, Esq. Guadet, George Herhert, Esq., (per exors, of the late Mrs. EBunning) Harrison, John, Esq.	. 200 . 45 . 500 . 106 . 500 . 500 . 3054	0 0 0 0 6	0 0 0 0 0 0 0 7
Received up to December 31st, 1887.  Alexander, James, Esq. Ashbrook, Dowager Viscountess (per Lord Monson). Benzon, Mrs. Bradhury, Thomas, Esq. Coward, Miss Ann (per Samuel Lewis, Esq.) Graham, James, Esq. Guadet, George Herhert, Esq., (per exors, of the late Mrs. EBunning) Harrison, John, Esq. Iloward, Richard, Esq. (per Thomas Dryland, Esq., and Edward, John Brideman, Esq. exors.)	. 200 . 45 . 500 . 106 . 500 . 500 . 3054 !	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 7
Received up to December 31st, 1887.  Alexander, James, Esq. Ashbrook, Dowager Viscountess (per Lord Monson). Benzon, Mrs. Bradhury, Thomas, Esq. Coward, Miss Ann (per Samuel Lewis, Esq.) Graham, James, Esq. Guadet, George Herhert, Esq., (per exors, of the late Mrs. EBunning) Harrison, John, Esq. Iloward, Richard, Esq. (per Thomas Dryland, Esq., and Edward, John Bridgman, Esq. exors.) Staples, Peter Thomas, Esq.	. 200 . 45 . 500 . 106 . 500 . 500 . 3054	0 0 0 0 6 0 13	0 0 0 0 0 0 0 7

N.B .- Legacies, etc., received during 1888 are acknowledged on pages 62-68.

# OLD PUPILS' GUILD.

### AMOUNTS SUBSCRIBED UP TO MARCH 21st. 1889.

### GENERAL DONORS AND SUBSCRIBERS.

							Dona	tion	s. Sut	bscript	ions	١.
							£	8.	d.	£s		
Armitage, T. R., Esq., M.D.				-		•	50	0	0			
Ashford, Mrs	-			-								0
Banister, H. C., Esq	-	-		-	-	-				1	1 (	0
Camphell, Dr., and Mrs. F.	J.				-	-				1	1	0
Cummings, Wm. H., Esq.	-			-		-				1	1	()
Der Rusett, E. W., Esq.	-			-	-	-	- 1	()	0			
Hartvigson, Anton, Esq.	-	-		-		-						0
Hartvigson, Frits, Esq.	-			-						2	2	0
Hopkins, E. J., Esq., Mus.D	oc.			-	-	-						0
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Western, George A., Esq.							3	0	Ŏ.			
Young, Mr. J.	_									0 i		G
Tours, Itt. o.												
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McKirdy, Mr. Robert	-	-	-	-	-	-	-	-	0	2	6
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### REGULATIONS FOR VISITING THE COLLEGE.

Subscribers and friends who may wish to visit the College, can do so on application to the Principal. Special Visitors' Day, first Thursday afternoon in each month. Literary Classes, 3 P.M. Music, 3.30 P.M. Gymnasium, 4 P.M. Primary School, 4.15 P.M. Technical School, 4.30 P.M. Parents and friends can visit their children on the first Wednesday in each month, between 2 and 6 P.M.; at other times only by special arrangement with the Principal.

SPECIAL NOTICE.—Friends cannot visit pupils on Sunday. This rule is strictly enforced

The College is situated at Upper Norwood. The entrance is in Westow street, near the Crystal Palace High Level Station. An outline Map showing the position of the College, and of the different Railway Stations in the neighbourhood, will be found on the next page.

The Principal can be seen on business between 2 and 3 P.M. Tuesdays (the second Tuesday excepted): also at the same hour on the first Thursday in each month. Persons wishing to eall at other times should make a special appointment.

### INFORMATION FOR INTENDING CONTRIBUTORS.

Annual Subscriptions, Donations, and Legavies are earnestly requested, and will be thankfully received by the Hon. Treasurer and by the Principal, at the College.

Chrques and Post Office Orders should be crossed, and may be drawn in favour of the Hon Treasurers or the Principal, F. J. Campbell, Esq., LL.D., Royal Normal College, Westow Street, Upper Norwood, S.E.

The Principal of the College will be happy to firmish further information, and to forward copies of this Report and various papers to all who may be willing to assist in bringing its claims nuder the notice of the public.

### FORM OF BEQUEST.

The following Form of Bequest is recommended to any one who may reel disposed to assist the Institution by Will:—

'I give and bequeath, out of such part of my personal estate as may lawfully be applied for that purpose, the sum of \*

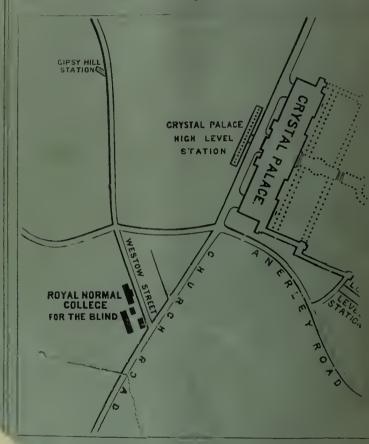
free of Legacy duty, to the ROYAL NORMAL COLLEGE AND ACADEMY OF MUSIC FOR THE BLIND, situated at Upper Norwood, Surrey; and the receipt of the Treasurers of the said Institution for the time being shall be a good discharge to my executors for the same.'

N.B.—Devises of land, or of money charged on land, or seenred on mortgage of lands or tenements, or to be laid out in lands or tenements, or to arise from the sale of lands or tenements, are void; but money or stock may be given by Will, if not directed to be laid out in land.

The Will or Codicil giving the Bequest must be signed by the Testator in the presence of two witnesses, who must subscribe their names in presence and in the presence of each other.

### OUTLINE MAP

Showing the Position of the College et Upper Norwood, and of the Ratiwey Stetio in the Neighbourhood.



THE PUBLIC ARE CORDIALLY INVITED TO VISIT THE COLLEGE,

ms for Visitors may be found on the 3rd page of the Cover of this Report